

## History Log

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/29/2021 5:28:26 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

## Allotments

## Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Allotments

	(1) I-A	(2) I-D	(3) II-A	(4) III-LA	(5) III-LASI	(6) I-C	(7) Title IV-A	(8) RLIS	(9) SI	Total
Allotment	\$2,061,310.00	\$0.00	\$283,846.00	\$24,025.00	\$1,387.00	\$0.00	\$156,599.00	\$116,389.00	\$0.00	\$2,643,556.00
Carryover	\$662,771.15	\$0.00	\$135,237.43	\$25,592.19	\$0.00	\$0.00	\$41,932.30	\$164,700.09	\$0.00	\$1,030,233.16
Total	\$2,724,081.15	\$0.00	\$419,083.43	\$49,617.19	\$1,387.00	\$0.00	\$198,531.30	\$281,089.09	\$0.00	\$3,673,789.16



## Grant Details

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title IA

**"LEA" = District, Charter School or Lab School**

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

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

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

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

08/20-21/2020 & 9/8/2020

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

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

The link to the ECPPS Parent Engagement policy is:

[https://boardpolicyonline.com/bl/?b=elizabeth\\_city](https://boardpolicyonline.com/bl/?b=elizabeth_city).

1. Go to the Board of Education Button
2. Click Board Policy Manual
3. Search policy 1320/3560 Title I Parent and Family Engagement.

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

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

- ☒ Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))
- ☒ Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))
- ☒ Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))
- ☐ Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv))

☒ Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))

#### 4. Carryover (Estimated as of June 30th)

\$ 662,771.15 A. Total Carryover from previous year's budget

\$ 14,510.76 B. Parent and Family Engagement Carryover - Funds remaining from the required 1% set-aside from previous year's budget. (This does not include any additional PFE funds the district chose to budget.)

\$ 537,969.16 C. Carryover for school allocation - Amount must be the same value as Line 16 on the Set Asides Page, 'Current Fiscal Year' column.

\$ 0.00 D. Carryover for Equitable Services - Amount must be the same value listed in Set Asides, 'Carryover' column, for Equitable Services.

\$ 110,291.23 E. Remaining Carryover not included in B, C or D. (List use of funds below to include same values entered in Set Asides, 'Carryover' column)

Carryover has been allocated to schools using a PPA amount per school.

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

- ☒ The LEA indirectly distributes the Annual LEA Report Cards in compliance with Title I requirements. (Districts only)
- ☒ \* Schools directly and indirectly distribute the Annual School Report Cards in compliance with Title I requirements. (Districts, Charters and Lab Schools)
- ☒ \* The LEA ensures that the Annual LEA and School Report Cards are distributed as designated in a language and format that is understandable to parents and families. (Districts, Charters and Lab Schools)

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

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

☒ Direct Certification - Community Eligibility Provision (CEP)

\* Date(s) collected

6/30/2020

☐ Household Application

☒ Other (please explain in text box, below)

The free and reduced lunch rates were used with the 1.6 multiplier to determine rank order for the schools. The PPA was distributed among schools in rank order to determine school allotments.

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

The free and reduced lunch rates were used with the 1.6 multiplier to determine rank order for the schools. The PPA was distributed among schools in rank order to determine school allotments.

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

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

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

☐ A district with no private schools located within its attendance area. (*If checked, no consultation forms are required.*)

☒ A district with one or more private schools located within its attendance area. (*One consultation form for each private school must be uploaded to the Consolidated Related Documents page.*)

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

1) One or more low-income students who live in a **Title I-A** served enrollment zone or a comparably served

enrollment zone in this district attend a private school that has accepted **Title I-A** equitable services and is in a different district:

☐ Yes

☒ No or N/A

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

☐ Yes

☒ No or N/A

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

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

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

☒ Excess transportation

☒ School supplies

☐ School uniforms

☐ Experiential field trips

☒ Tutoring

☒ Other



1. Title I funds are used to partially fund the full time McKinney-Vento Liaison position.
2. to assist with defraying the cost of excess transportation for McKinney-Vento students
3. to provide needed supplies / learning kits & needed enrollment documents
4. to provide professional development for the McKinney-Vento Liaison and staff as needed
5. to provide academic support to McKinney-Vento students (tutoring)

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

The set aside amount is based on the district's prior years expenses related to fulfilling the requirements set out in McKinney-Vento. **The set aside is an amount** that will allow the district to provide appropriate services. ... The district also looked at poverty percentages. Based on these percentages the district anticipates having a higher number of homeless children and youth.

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

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

Midge Hudyma

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

Lauren Mallory

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

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

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

The district currently funds 65 Title I pre-K slots. All of our pre-k classes are on the campus of Sheep Harney Elementary School. Having the pre-k classes on that campus allows the students to naturally transition over the course of the year to the rules and routines of the elementary school setting. At the end of the school year, all of the pre-k students at Sheep Harney go and tour the school they will be assigned to for kindergarten according to

school district lines. They have the opportunity to meet the teachers and the school administrators. The same process is followed for the pre-k students that attend outside daycare centers in our area.

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

- ☒ NC Pre-K
- ☒ Exceptional Children
- ☒ Head Start
- ☒ Private Childcare
- ☐ Other (Describe below)

## **B. LEA Preschool Programs (check all that apply)**

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

☒ Title I Preschool

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

☐ School Allocation funds per schoolwide decision process

☒ Exceptional Children

☒ Head Start

☒ NC Pre-K

☐ Other (describe below)

## **C. Title I Full-Eligibility Preschool Classrooms**

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

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

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

☒ No - Move to Part D

☐  Yes - Complete the following:

#### D. Title I Blended-Eligibility Preschool Classrooms

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

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

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

☐ No - Move to section 10

☒  Yes - Complete the following:

Total number of children in blended classrooms

Total number of Title I children in blended classrooms

Total number of Title I children in blended classrooms who also qualify for NC Pre-K

\$  Total amount of Title I funds, allocated to blended classrooms

\$ 473.00 NC Pre-K funding per child, per month allocated to the blended classrooms

Indicate the proportion of preschool funding for blended classrooms by program:

58 % Title I

38 % NC Pre-K

4 % Exceptional Children

% Other (describe below)

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

\* A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document.

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

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

### Documents

Type	Document Template	Document/Link
Current MOU/MOA with Head Start [Upload 1 document(s)]	N/A	 <a href="#">2019-2020 ECPPS - Social Services MOA</a>

Enter the effective dates for the MOU/MOA:

\* Start Date:

07/01/2020



\* End Date:

07/01/2021



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

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

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

- ☒ The high school(s) host prospective students at visitation events designed to help them prepare for and succeed at that level.
- ☒ The high schools conduct back-to-school events near the start of the school year that specifically address the issues related to the recent transition into high school from middle grades.
- ☒ Students are provided with alternatives such as early college high school, advanced placement coursework, and/or college-preparatory courses.
- ☒ Students are provided with opportunities for dual enrollment with an institution of higher education.
- ☐ Elective courses are offered online at no charge to students.
- ☒ Representatives from high schools visit elementary and/or middle schools for specially planned events to help prospective students and their families prepare for the transition to high school and for success at that level.
- ☐ Representatives from one or more institutions of higher education visit secondary schools for specially planned

events to help prospective students and their families prepare for the transition and success at that level.

- ☒ Career development counseling is provided to students to promote successful transitions to higher education.
- ☒ The district helps students pursue assistance in paying tuition for higher education.
- ☒ The district coordinates with business and community partners to facilitate access to job internships with local employers to help students build their skills and develop possible opportunities for gaining college credits relevant to a career path.
- ☐ Other:

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

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

MTSS is used district wide. In schools with high rates of discipline, behavior coaches are employed. Research Based Restorative discipline practices will be implemented in schools to reduce out of school suspensions. This may include professional development on restorative practices, social & emotional and hiring of Restorative Facilitators.

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

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

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

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

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a

selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed.

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

LEA Per Pupil Cost:

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

Name of school(s) skipped:	PPA Based on Inclusion:	Number of LIS*:	Amount of funds for school:
H L Trigg Community - 700310 ▼	\$ 273.00	28.00	\$ 7,644.00

\*Low-Income Students

Description of Comparable Services (Describe each school separately):

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

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and

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

Student to staff ratio at HL Trigg averages 1 teacher to 5 students. HL Trigg is provided all of the same instructional supplies and materials as all Title I Schools. HL Trigg receives comparable supplemental services from other state or local sources to target students who are at risk for failing and who are at higher risk for drop-out.

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

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

There are no TAS schools in our district.

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

Funds have been set aside as unbudgeted reserve to pay salaries, and provide instructional resources from July 1 until the first allocation of funds.

#### 16a. District-wide Instructional Initiative Set-Aside

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

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

District Wide Initiatives:  
Canvas Catalog: 14,650.00  
TIPS: 21,569.30  
Google Suite: 13,589.86



Schools That Lead: Free this year  
Distance Learning Playbook: 1948.16  
Title I Crates: 6,000.00  
Resilience Books: 1959.32  
Letter Land: 9,000.00  
Educator Handbook: 9,074.00  
Other district initiatives including Literacy, Math, EC and SEL: 102,217.70

#### 16b. Professional Development for Teachers Set-Aside

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

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

Professional development for teachers to support district initiatives. The cost of subs, registrations and any related travel expenses are included. 100,000.00

#### 16c. CSI/TSI Set-Aside

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

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

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

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

school receives all the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Teacher to student ratios:

9.91 Elementary

15.67 Middle

11.4 High School

Average state and local dollars spent on supplies and materials: 416.53

## Building Eligibility

## Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title IA

Organization Code	School Name (13 Buildings)	Grade Span	Total Resident Children	Low Income Students				Total Low-Income Students in Private Schools	Sort Order (Asc)	Eligibility For Service	School Served	Grand- father Rule	Eligibility - Program Model
				Original Number	Final Number	Original Percent	Final Percent						
700306	Central Elementary	KG - 05	366	159	254	43.44 %	69.40 %	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700319	Pasquotank County High	09 - XG	674	288	461	42.73 %	68.40 %	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700317	Northeastern High	09 - XG	601	256	410	42.60 %	68.22 %	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700314	Northside Elementary	KG - 05	484	206	330	42.56 %	68.18 %	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700328	Weeksville Elementary	KG - 05	266	107	171	40.23 %	64.29 %	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700310	H L Trigg Community	06 - 12	31	28	31	90.32 %	100.00 %	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW
700320	P W Moore Elementary	KG - 05	382	261	382	68.32 %	100.00 %	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700318	Pasquotank Elementary	KG - 05	274	170	272	62.04 %	99.27 %	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700322	River Road Middle	06 - 08	585	332	531	56.75 %	90.77 %	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700316	J C Sawyer Elementary	KG - 05	384	211	338	54.95 %	88.02 %	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700324	Sheep-Harney Elementary	PK - 05	523	283	453	54.11 %	86.62 %	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700308	Elizabeth City Middle	06 - 08	613	319	510	52.04 %	83.20 %	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
700325	Elizabeth City Pasquotank Early College	09 - 12	116	36	58	31.03 %	50.00 %	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW
<b>Totals:</b>			5,299	2,656	4,201	50.12 %	79.28 %	0					

## Set Asides

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title IA

#### Totals

	Carryover	Current Fiscal Year
1. Total Title I Planning Allotment		\$ 2,061,310.00
2. Private School Proportionate Share Amount	\$ 0.00	\$ 0.00
3. Title I Allotment for LEA use	\$	\$ 2,061,310.00

#### Set Asides

	Carryover	Current Fiscal Year
4. Administrative (not to exceed 12% of planning allotment)	\$ 0.00	\$ 247,274.64
5. School Improvement Interventions (CSI/TSI schools)	\$	\$ 0.00
5.1 Financial Incentives and Rewards for recruitment and retention for CSI/TSI schools (optional 5% maximum)	\$	\$ 0.00
6. Professional Development for Teachers in Title I Schools	\$	\$ 100,000.00
7. Parent and Family Engagement (1% minimum for allotments above \$500,000)	\$ 14,510.00	\$ 25,000.00

<b>8. Homeless Children and Youth Services (Section 1113(c)(3)(A) - comparable to Title I PPA)</b>	\$ <input type="text"/>	\$ 16,000.00
<b>9. Foster Care Transportation</b>	\$ <input type="text"/>	\$ 6,500.00
<b>10. Early Childhood Programs</b>	\$ <input type="text" value="0.00"/>	\$ 575,000.00
<b>11. Neglected, Delinquent or At-Risk Services</b>	\$ <input type="text"/>	\$ 0.00
<b>12. District-Wide Instructional Initiative</b>	\$ <input type="text" value="110,291.23"/>	\$ 100,000.00
<b>13. Unbudgeted Reserve (not to exceed 10% of planning allotment)</b>		\$ 206,062.20
<b>14. Total Set Aside</b>	\$ <input type="text" value="124,801.23"/>	\$ 1,275,836.84

#### Per Pupil Amount (PPA)

	<b>Amount</b>
<b>15. Title I Allotment Remaining = Line 3 - Line 14</b>	\$ <input type="text" value="785,473.16"/>
<b>16. Carryover/Additional Funds to be available for PPA (optional) - must equal line 4C from grant details</b>	\$ <input type="text" value="537,969.16"/>
<b>17. Total Amount Available for School Allocations = Line 15 + Line 16</b>	\$ <input type="text" value="1,323,442.32"/>
<b>18. Total LEA Number of Low-Income Students</b>	<input type="text" value="4,201"/>
<b>100% Rule</b>	<input type="text" value="1.00"/>
<b>19. Minimum PPA</b>	\$ <input type="text" value="315.03"/>

## Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title IA








## School/Attendance Area Allocation




Minimum Per Pupil Amount (PPA) \$ 314.87

Organization Code	School/ Attendance Area	Low Income		PPA	Base Allocation			Additional Allocations			Total School Allocation
		%	#		School Alloc	Parent and Family Engagement	Total Amount	Additional funds from Carryover	Parent and Family Engagement	CSI/TSI from Set Asides	
	A	B	C	D	E (C x D)	F	G (E + F)	H	I	J	K (G + H + I + J)
700320	P W Moore Elementary	100.00	382	335.00	127,970.00	1,764.78	129,734.78	0.00	1,348.76	0.00	131,083.54
700318	Pasquotank Elementary	99.27	272	330.00	89,760.00	1,256.28	91,016.28	0.00	960.16	0.00	91,976.44
700322	River Road Middle	90.77	531	327.00	173,637.00	2,453.22	176,090.22	0.00	1,874.43	0.00	177,964.65
700316	J C Sawyer Elementary	88.02	338	325.25	109,934.50	1,561.56	111,496.06	0.00	1,193.14	0.00	112,689.20
700324	Sheep-Harney Elementary	86.62	453	323.25	146,432.25	2,092.86	148,525.11	0.00	1,599.09	0.00	150,124.20
700308	Elizabeth City Middle	83.20	510	318.78	162,577.80	2,356.20	164,934.00	0.00	1,800.30	0.00	166,734.30
700306	Central Elementary	69.40	254	316.69	80,439.26	1,173.48	81,612.74	0.00	896.62	0.00	82,509.36
700319	Pasquotank County High	68.40	461	314.87	145,155.07	2,129.82	147,284.89	0.00	1,624.50	0.00	148,909.39
700317	Northeastern High	68.22	410	314.87	129,096.70	1,894.20	130,990.90	0.00	1,447.30	0.00	132,438.20
700314	Northside Elementary	68.18	330	314.87	103,907.10	1,524.60	105,431.70	0.00	1,162.07	0.00	106,593.77
700328	Weeksville Elementary	64.29	171	314.87	53,842.77	793.00	54,635.77	0.00	603.63	0.00	55,239.40
Total Low Income			4112	Total Allocations	1,322,752.45	19,000.00	1,341,752.45	0.00	14,510.00	0.00	1,356,262.45
Remaining					1.87						

## Related Documents

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title IA

Required Documents		
Type	Document Template	Document/Link
Title I Statement of Assurances [Upload 1 document(s)]	 <a href="#"><u>Title I Statement of Assurances</u></a>	 <a href="#"><u>ECPPS Title I A Statement of Assurances 2020-2021</u></a>
Equity Plan - Data Component [Upload 1 document(s)]	 <a href="#"><u>Equity Plan - Data Component</u></a>	 <a href="#"><u>ECPPS Equity Plan 2020-2021</u></a>
Equity Plan - Narrative Component [Upload 1 document(s)]	 <a href="#"><u>Equity Plan - Narrative Component</u></a>	 <a href="#"><u>ECPPS Equity Plan Narrative 2020-2021</u></a>
Current MOU/MOA with Head Start [Upload 1 document(s)]	N/A	 <a href="#"><u>2019-2020 ECPPS - Social Services MOA</u></a>

Optional Documents		
Type	Document Template	Document/Link
Title I - N&D Institution(s)	 <a href="#"><u>N&amp;D Title I Part D Subpart 2</u></a>	
PSU Comparability Workbook 2020-2021 [Upload up to 1 document(s)]	 <a href="#"><u>PSU Comparability Worksheet 2020-2021</u></a>	 <a href="#"><u>Comparability Form and Documentation</u></a>





## Grant Details

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title II-A

**"LEA" = District, Charter School or Lab School**

\$ 135,237.43 Amount of Title II Carryover

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

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

- Reduction in class sizes
- Professional development and support for teachers and administrators (to include subs, stipends and any needed materials)
- Support for beginning teachers
- Support for admin (such as an AP Leadership Academy), Mentors for Select Principals etc.)
- Supplies and Materials for schools to support academic initiatives (iready and others)

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

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

Induction for teachers, administrators, and other school leaders is conducted at the beginning of the school year and throughout the year as needed to ensure that all employees have opportunities for required training development. School admin attend their respective academies that are focused on targeted professional development. Various

professional development is provided for teachers & administrators throughout the year that is designed to meet their individual needs. Mentors are provided for new or struggling administrators who need further support and development.

### 3. Comprehensive and Targeted Support and Improvement Prioritization (SEC. 2102(b)(2)(C))

☐ ☐ **Check here if you are a Charter or Lab School or an LEA without CSI/TSI schools**

☒ \* By checking the box, the LEA assures that funds will be prioritized to schools served that are implementing comprehensive support and improvement under section 1111(d) and have the highest percentage of children counted under section 1124(c).

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

Our district currently does not have any identified CSI schools. Professional development opportunities will be offered for all TSI schools focusing on best practices for improvement in each identified subgroup.

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

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

Professional development opportunities will be developed in areas such as but, not limited to small group instruction, Improvement Science, and Restorative Discipline. We will provide ongoing district-wide training that is continually updated based on information gathered from participant surveys, stakeholder meetings, and district leadership team meetings. Any available assessment data such as benchmark testing and state assessment will be reviewed to assist in determining the effectiveness of the various professional developments.

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

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

## 6. Equitable Expenditures

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

Do you have Private school(s) participating?



☒ No

☐ Yes


## Related Documents

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title II-A

#### Required Documents

Type	Document Template	Document/Link
Title II-A Statement of Assurances [Upload 1 document(s)]	 <u>Title II-A Statement of Assurances</u>	 <u>ECPPS Title IIA Statement of Assurances</u>

#### Optional Documents

Type	Document Template	Document/Link
PRC103 Budget Sheet (FOR SOPs ONLY!!) [Upload up to 1 document(s)]	 <u>2020-21 Title II Budget Form (State-Operated Programs ONLY!)</u>	



## Grant Details

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title III – Language Acquisition (PRC104)

"LEA" = District, Charter School or Lab School

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

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

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

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

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

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

- Ellevation Education database subscription is used to maintain accurate data for students who are identified as EL.
- Additional materials
- Additional training for staff
- Hire a full time bilingual TA/Interpreter

Our Parent Engagement Center will host various training that will be available in both English and Spanish. An intentional focus will be made to ensure that equitable access to information is provided for EL families. A video library will be created so parents can access various pd opportunities in Spanish. District parent meetings will occur in English and Spanish. We will also have documents translated from English to Spanish.

#### 3. Equitable Share for Private Schools

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

Do you have Private school(s) participating?

- ☐ Yes
- ☒ No

#### A. Number of Students

A1: Number of Identified EL Students in the District

A2: Number of Identified EL Students at the Participating Private School(s)

A3: Total Enrollment =  $A1 + A2$

#### **B. PRC 104 Allotment**

B1: District Current Year Allotment

B2: Administrative Costs (for public and private school programs)

B3: Amount Remaining =  $B1 - B2$

#### **C. Per Pupil Rate**

C1: B3 divided by A3

#### **D. Equitable Services**

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





## Grant Details

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title III – Significant Increase (PRC111)

"LEA" = District, Charter School or Lab School

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

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

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

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

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

- Ellevation Education database subscription is used to maintain accurate and current data for students identified as EL.
- Additional parent training
- Additional materials
- Additional training for staff

#### 3. Equitable Share for Private Schools

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

Do you have Private school(s) participating?

- ☐ Yes
- ☒ No

**A. Number of Students**

A1: Number of Identified Immigrant Students in the District

A2: Number of Identified Immigrant Students at the Participating Private School(s)

A3: Total Enrollment =  $A1 + A2$

**B. PRC 111 Allotment**

B1: District Current Year Allotment

B2: Administrative Costs (for public and private school programs)

B3: Amount Remaining =  $B1 - B2$

**C. Per Pupil Rate**

C1: B3 divided by A3

**D. Equitable Services**

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



## Grant Details

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title IVA – Student Support and Academic Enrichment (SSAE)

"LEA" = District, Charter School or Lab School

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

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

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

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

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

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

Our district completed the CNA following our annual stakeholders meeting in **August 20, 21, 2020 and September 8th, 2020.**

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

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

ECPPS has partnered with the faith based community as well as two local nonprofit organizations (Links and 100 Black Men) to provide in school tutoring and mentoring for our at risk students. Classroom teachers work with members of these groups to create learning opportunities that are proven to increase student achievement.

A partnership with College of the Albemarle, a local community college, allows us to offer opportunities for parents to decrease the drop out rate. By educating parents through programs at COA, we are able to ensure that an emphasis is placed on education and preventative measures are taken to decrease the drop out rate in ECPPS.

ECPPS is partnering with LA Casa and several Faith Based organizations to provide work hubs and tutoring for small groups of students. This partnership allows us to keep students safe and engaged in learning under the supervision of adults while parents are working.

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

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

- Based on student achievement data, additional **instructional resources** are needed in reading, math, and science to help teachers, parents, and volunteers increase student achievement. Using funds from this grant, we will purchase reading and math **instructional resources** that can be used by teachers, parents, and volunteers to help children gain deeper understanding of the standards they are taught. Teachers will be able

to design lessons and activities using these resources that members of our faith based community and the local nonprofit groups can access when they provide tutoring for our students. Parents will be able to access online pencil paper content that will assist them with helping their student work toward mastery.

- Based on data and stakeholder feedback there is a need to increase the use of **STEM** in our district, as integration of these key areas is proven to increase student mastery of concepts. ECPPS will purchase materials and provide professional development to bolster student achievement. The goal will be measured through benchmarks and performance on state issued EOG and EOC tests.
- Our **EC population** is an area of concern pertaining to academic achievement. ECPPS plans to purchase:
  - Conover Online - an online platform that teaches life and workplace readiness skills
  - Letterland Intervention Packs and Professional development for all of our elementary schools
  - The goal is to provide a well-rounded educational opportunities to our EC population that will increase academic success. The success of this goal will be measured using benchmark assessments, teacher observations and EOC-EOG tests for appropriate populations.
- 

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

Funds will be used to provide background checks for all volunteers with the 100 Black Men organization. We will also use funds to hire an attendance and drop out prevention specialists. The role of this position will be to work with school administrators, counselors, and the school social worker to prevent and recover dropouts and work with students who have poor attendance records are at risk for school dropout. Will use attendance data to measure the effectiveness of this position.

Objectie One: To provide instructional materials materials for reading, math, and science that will be used to increase student mastery of standards. Measurement: The success of the objective will be measured by benchmark, EOC, and EOG data. Student achievement will increase by 3%

Objective Two: To increase the use of STEM throughout the district by providing supplemental STEM materials and professional development on STEM practices. The success of the objective will be measured by benchmark, EOC, and EOG data. Student achievement will increase by 3%.

Objective Three: The goal is to provide a well-rounded educational opportunities (Assistive Technology, Connover Online, and Letterland Intervention packs) to our EC population that will increase academic success. The success of this goal will be measured using benchmark assessments, teacher observations and EOC-EOG tests for appropriate populations. EC Student academic performance will increase by 3%

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

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

- Conversations with stakeholders indicates the need for additional counseling in schools. ECPPS plans to contract with an outside counseling agency to provide counseling opportunities students who are experiencing anxiety or emotional distress. The goal is to have stable and healthy students. The goal will be measured by student in class participation and increased academic performance.
- Conversation with stakeholders also indicated a need for more Social and Emotional Learning opportunities. Funds will be spent on supplies and materials to compliment professional development in this much needed area.
- The District will hire a full time attendance counselor. The position will be split funded between Title I and Title IV.

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

The objective is to provide emotional support to any struggling students. The intended outcome is that struggling students will become more emotionally stable. This will allow the to engage in learning and progress academically.

The goal will be measured by student attendance, class participation and an increase in student academic performance.

The objective for providing SEL activities is to help maintain the emotional well being of our students. The goal will be measured by participant and staff feedback surveys.

The district will hire a split funded (Title I and Title IV) attendance counselor. The objective is to decrease the absenteeism rate by 3%. The goal will be measured by comparing reviewing attendance data throughout the year as well as comparing EOY attendance data to the previous years attendance data.

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

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

- **Guidance Counselors** are in need of technology, professional development and a career pathway tool to successfully guide students academically. This will allow counselors in partnership with parents and students to create a successful educational plan that fits the student needs and is obtainable. ECPPS plans to purchase:
  - Laptops for 13 counselors
  - Xello program and professional development. This program allows students, families and counselors to be involved in creating their educational plans / pathways. The program also provides ACT prep for students. Professional development will be provided for Counselors. This goal will be measured via the number of students successfully progressing to the next grade level as well as seeing an increase in graduation rates.

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

Objective Four: The goal is to provide Guidance Counselors with resources and technology (laptops, and Xello) to successfully allow them to successfully advise students on their academic paths in partnership with the parent and student. This goal will be measured by the number of students successfully transitioning to the next grade and an increased graduation of 3%



## 7. Equitable Share for Private Schools

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

Do you have Private school(s) participating?

☒ No

☐ Yes

## Set Asides

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Title IVA – Student Support and Academic Enrichment (SSAE)

#### Title IV - Part A

156,599.00 A. Total Title IV - Part A Planning Allotment

\$ 41,932.30 B. Carryover from Previous Year - must be allocated to same Activities section as in prior year's approved plan

\$ 198,125.30 C. Total Title IV Allotment

#### Set Asides

\$ 123,623.93 D. Activities to Support Well-Rounded Educational Opportunities (SEC. 4106 (e)(2)(C)) (20% min for allotment = \$30K)

\$ 47,300.77 E. Activities to Support Safe and Healthy Students (SEC. 4106 (e)(2)(D)) (20% min for allotment = \$30K)

\$ 20,610.23 F. Activities to Support the Effective Use of Technology (SEC. 4106 (e)(2)(E)) (a portion of the allotment)

\$ G. Of total reserved in F., above, the amount used to purchase technology infrastructure (15% maximum) (SEC. 4109 (b))

\$ H. Administrative (2% maximum for direct administration from current allotment) (SEC. 4105 (c))

\$ 6,590.37 I. Indirect Costs

Project Information		Financial Summary		Operational Data		Compliance & Audit		Risk Management		Performance Metrics		Reporting & Documentation		System & Security		Miscellaneous	
Project ID	Project Name	Budget	Actual Cost	Units Produced	Quality Score	Audit Status	Compliance Level	Risk Score	Mitigation Strategy	Efficiency %	Customer Satisfaction	Report Date	Report Type	System Version	Security Level	Notes	Attachments
P001	Alpha Project	\$120,000	\$115,000	1500	92	Pass	High	Low	Regular Review	85	4.5	2021-10-27	Quarterly	2.1	A	On track	Report.pdf
P002	Beta Project	\$85,000	\$88,000	1200	88	Pass	Medium	Medium	Monitor	78	4.2	2021-10-26	Monthly	2.0	B	Minor delay	Report.pdf
P003	Gamma Project	\$200,000	\$190,000	2500	95	Pass	High	Low	Regular Review	90	4.8	2021-10-28	Quarterly	2.2	A	Exceeded expectations	Report.pdf
P004	Delta Project	\$95,000	\$92,000	1100	90	Pass	Medium	Low	Regular Review	82	4.3	2021-10-25	Monthly	2.0	B	Stable performance	Report.pdf
P005	Epsilon Project	\$150,000	\$155,000	1800	85	Fail	Low	High	Immediate Action	65	3.8	2021-10-29	Quarterly	2.3	C	Quality issues	Report.pdf
P006	Zeta Project	\$70,000	\$68,000	900	93	Pass	High	Low	Regular Review	88	4.6	2021-10-27	Monthly	2.1	A	Consistent quality	Report.pdf
P007	Eta Project	\$110,000	\$105,000	1300	91	Pass	Medium	Low	Regular Review	80	4.4	2021-10-28	Quarterly	2.2	A	Good progress	Report.pdf
P008	Theta Project	\$130,000	\$135,000	1600	87	Pass	Medium	Medium	Monitor	75	4.1	2021-10-26	Monthly	2.0	B	Minor issues	Report.pdf
P009	Iota Project	\$90,000	\$87,000	1050	94	Pass	High	Low	Regular Review	86	4.7	2021-10-29	Quarterly	2.3	A	High quality output	Report.pdf
P010	Kappa Project	\$160,000	\$162,000	1900	86	Pass	Medium	Medium	Monitor	72	4.0	2021-10-25	Monthly	2.0	B	Steady progress	Report.pdf
P011	Lambda Project	\$75,000	\$73,000	850	96	Pass	High	Low	Regular Review	92	4.9	2021-10-28	Quarterly	2.2	A	Excellent results	Report.pdf
P012	Mu Project	\$105,000	\$108,000	1250	89	Pass	Medium	Medium	Monitor	77	4.3	2021-10-27	Monthly	2.1	B	Minor delays	Report.pdf
P013	Nu Project	\$140,000	\$138,000	1700	93	Pass	High	Low	Regular Review	87	4.6	2021-10-29	Quarterly	2.3	A	Good quality	Report.pdf
P014	Xi Project	\$80,000	\$82,000	950	90	Pass	Medium	Low	Regular Review	81	4.4	2021-10-26	Monthly	2.0	B	Stable output	Report.pdf
P015	Omicron Project	\$125,000	\$120,000	1550	94	Pass	High	Low	Regular Review	89	4.7	2021-10-28	Quarterly	2.2	A	High efficiency	Report.pdf
P016	Pi Project	\$98,000	\$95,000	1150	92	Pass	Medium	Low	Regular Review	83	4.5	2021-10-27	Monthly	2.1	A	Consistent results	Report.pdf
P017	Rho Project	\$115,000	\$118,000	1400	88	Pass	Medium	Medium	Monitor	76	4.2	2021-10-29	Quarterly	2.3	B	Minor issues	Report.pdf
P018	Sigma Project	\$135,000	\$130,000	1650	95	Pass	High	Low	Regular Review	91	4.8	2021-10-26	Monthly	2.0	A	Excellent quality	Report.pdf
P019	Tau Project	\$88,000	\$85,000	1000	91	Pass	Medium	Low	Regular Review	84	4.5	2021-10-28	Quarterly	2.2	A	Good progress	Report.pdf
P020	Upsilon Project	\$100,000	\$103,000	1200	87	Pass	Medium	Medium	Monitor	74	4.1	2021-10-27	Monthly	2.1	B	Minor delays	Report.pdf
P021	Phi Project	\$145,000	\$140,000	1750	93	Pass	High	Low	Regular Review	88	4.6	2021-10-29	Quarterly	2.3	A	High quality	Report.pdf
P022	Chi Project	\$92,000	\$89,000	1080	94	Pass	Medium	Low	Regular Review	86	4.7	2021-10-26	Monthly	2.0	A	Consistent quality	Report.pdf
P023	Psi Project	\$118,000	\$115,000	1450	90	Pass	Medium	Low	Regular Review	82	4.4	2021-10-28	Quarterly	2.2	A	Good progress	Report.pdf
P024	Omega Project	\$138,000	\$135,000	1600	92	Pass	High	Low	Regular Review	87	4.6	2021-10-27	Monthly	2.1	A	Stable performance	Report.pdf
P025	Project X	\$108,000	\$105,000	1280	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-29	Quarterly	2.3	A	Good quality	Report.pdf
P026	Project Y	\$122,000	\$119,000	1520	89	Pass	Medium	Medium	Monitor	78	4.3	2021-10-26	Monthly	2.0	B	Minor issues	Report.pdf
P027	Project Z	\$142,000	\$137,000	1720	94	Pass	High	Low	Regular Review	89	4.7	2021-10-28	Quarterly	2.2	A	High efficiency	Report.pdf
P028	Project A	\$96,000	\$93,000	1120	93	Pass	Medium	Low	Regular Review	85	4.6	2021-10-27	Monthly	2.1	A	Consistent results	Report.pdf
P029	Project B	\$112,000	\$110,000	1380	90	Pass	Medium	Low	Regular Review	81	4.4	2021-10-29	Quarterly	2.3	A	Good progress	Report.pdf
P030	Project C	\$132,000	\$128,000	1580	92	Pass	High	Low	Regular Review	86	4.6	2021-10-26	Monthly	2.0	A	Stable performance	Report.pdf
P031	Project D	\$82,000	\$80,000	980	94	Pass	Medium	Low	Regular Review	87	4.7	2021-10-28	Quarterly	2.2	A	High quality	Report.pdf
P032	Project E	\$102,000	\$100,000	1220	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-27	Monthly	2.1	A	Consistent results	Report.pdf
P033	Project F	\$128,000	\$125,000	1500	89	Pass	Medium	Medium	Monitor	77	4.3	2021-10-29	Quarterly	2.3	B	Minor issues	Report.pdf
P034	Project G	\$148,000	\$143,000	1780	93	Pass	High	Low	Regular Review	88	4.6	2021-10-26	Monthly	2.0	A	High efficiency	Report.pdf
P035	Project H	\$94,000	\$91,000	1060	94	Pass	Medium	Low	Regular Review	86	4.7	2021-10-28	Quarterly	2.2	A	Consistent quality	Report.pdf
P036	Project I	\$114,000	\$111,000	1360	90	Pass	Medium	Low	Regular Review	82	4.4	2021-10-27	Monthly	2.1	A	Good progress	Report.pdf
P037	Project J	\$134,000	\$131,000	1560	92	Pass	High	Low	Regular Review	87	4.6	2021-10-29	Quarterly	2.3	A	Stable performance	Report.pdf
P038	Project K	\$84,000	\$81,000	960	93	Pass	Medium	Low	Regular Review	84	4.5	2021-10-26	Monthly	2.0	A	High quality	Report.pdf
P039	Project L	\$104,000	\$101,000	1240	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-28	Quarterly	2.2	A	Consistent results	Report.pdf
P040	Project M	\$124,000	\$121,000	1480	89	Pass	Medium	Medium	Monitor	76	4.3	2021-10-27	Monthly	2.1	B	Minor issues	Report.pdf
P041	Project N	\$144,000	\$139,000	1740	93	Pass	High	Low	Regular Review	88	4.6	2021-10-29	Quarterly	2.3	A	High efficiency	Report.pdf
P042	Project O	\$98,000	\$95,000	1100	94	Pass	Medium	Low	Regular Review	85	4.6	2021-10-26	Monthly	2.0	A	Consistent quality	Report.pdf
P043	Project P	\$118,000	\$115,000	1380	90	Pass	Medium	Low	Regular Review	81	4.4	2021-10-28	Quarterly	2.2	A	Good progress	Report.pdf
P044	Project Q	\$138,000	\$133,000	1580	92	Pass	High	Low	Regular Review	86	4.6	2021-10-27	Monthly	2.1	A	Stable performance	Report.pdf
P045	Project R	\$88,000	\$85,000	1000	93	Pass	Medium	Low	Regular Review	84	4.5	2021-10-29	Quarterly	2.3	A	High quality	Report.pdf
P046	Project S	\$108,000	\$105,000	1280	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-26	Monthly	2.0	A	Consistent results	Report.pdf
P047	Project T	\$128,000	\$125,000	1480	89	Pass	Medium	Medium	Monitor	77	4.3	2021-10-28	Quarterly	2.2	B	Minor issues	Report.pdf
P048	Project U	\$148,000	\$143,000	1780	93	Pass	High	Low	Regular Review	88	4.6	2021-10-27	Monthly	2.0	A	High efficiency	Report.pdf
P049	Project V	\$98,000	\$95,000	1100	94	Pass	Medium	Low	Regular Review	85	4.6	2021-10-29	Quarterly	2.3	A	Consistent quality	Report.pdf
P050	Project W	\$118,000	\$115,000	1380	90	Pass	Medium	Low	Regular Review	81	4.4	2021-10-26	Monthly	2.1	A	Good progress	Report.pdf
P051	Project X	\$138,000	\$133,000	1580	92	Pass	High	Low	Regular Review	86	4.6	2021-10-28	Quarterly	2.2	A	Stable performance	Report.pdf
P052	Project Y	\$88,000	\$85,000	1000	93	Pass	Medium	Low	Regular Review	84	4.5	2021-10-27	Monthly	2.0	A	High quality	Report.pdf
P053	Project Z	\$108,000	\$105,000	1280	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-29	Quarterly	2.3	A	Consistent results	Report.pdf
P054	Project A	\$128,000	\$125,000	1480	89	Pass	Medium	Medium	Monitor	76	4.3	2021-10-26	Monthly	2.1	B	Minor issues	Report.pdf
P055	Project B	\$148,000	\$143,000	1780	93	Pass	High	Low	Regular Review	88	4.6	2021-10-28	Quarterly	2.2	A	High efficiency	Report.pdf
P056	Project C	\$98,000	\$95,000	1100	94	Pass	Medium	Low	Regular Review	85	4.6	2021-10-27	Monthly	2.0	A	Consistent quality	Report.pdf
P057	Project D	\$118,000	\$115,000	1380	90	Pass	Medium	Low	Regular Review	81	4.4	2021-10-29	Quarterly	2.3	A	Good progress	Report.pdf
P058	Project E	\$138,000	\$133,000	1580	92	Pass	High	Low	Regular Review	86	4.6	2021-10-26	Monthly	2.1	A	Stable performance	Report.pdf
P059	Project F	\$88,000	\$85,000	1000	93	Pass	Medium	Low	Regular Review	84	4.5	2021-10-28	Quarterly	2.2	A	High quality	Report.pdf
P060	Project G	\$108,000	\$105,000	1280	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-27	Monthly	2.0	A	Consistent results	Report.pdf
P061	Project H	\$128,000	\$125,000	1480	89	Pass	Medium	Medium	Monitor	77	4.3	2021-10-29	Quarterly	2.3	B	Minor issues	Report.pdf
P062	Project I	\$148,000	\$143,000	1780	93	Pass	High	Low	Regular Review	88	4.6	2021-10-26	Monthly	2.0	A	High efficiency	Report.pdf
P063	Project J	\$98,000	\$95,000	1100	94	Pass	Medium	Low	Regular Review	85	4.6	2021-10-28	Quarterly	2.2	A	Consistent quality	Report.pdf
P064	Project K	\$118,000	\$115,000	1380	90	Pass	Medium	Low	Regular Review	81	4.4	2021-10-27	Monthly	2.1	A	Good progress	Report.pdf
P065	Project L	\$138,000	\$133,000	1580	92	Pass	High	Low	Regular Review	86	4.6	2021-10-29	Quarterly	2.3	A	Stable performance	Report.pdf
P066	Project M	\$88,000	\$85,000	1000	93	Pass	Medium	Low	Regular Review	84	4.5	2021-10-26	Monthly	2.0	A	High quality	Report.pdf
P067	Project N	\$108,000	\$105,000	1280	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-28	Quarterly	2.2	A	Consistent results	Report.pdf
P068	Project O	\$128,000	\$125,000	1480	89	Pass	Medium	Medium	Monitor	76	4.3	2021-10-27	Monthly	2.1	B	Minor issues	Report.pdf
P069	Project P	\$148,000	\$143,000	1780	93	Pass	High	Low	Regular Review	88	4.6	2021-10-29	Quarterly	2.3	A	High efficiency	Report.pdf
P070	Project Q	\$98,000	\$95,000	1100	94	Pass	Medium	Low	Regular Review	85	4.6	2021-10-26	Monthly	2.0	A	Consistent quality	Report.pdf
P071	Project R	\$118,000	\$115,000	1380	90	Pass	Medium	Low	Regular Review	81	4.4	2021-10-28	Quarterly	2.2	A	Good progress	Report.pdf
P072	Project S	\$138,000	\$133,000	1580	92	Pass	High	Low	Regular Review	86	4.6	2021-10-27	Monthly	2.1	A	Stable performance	Report.pdf
P073	Project T	\$88,000	\$85,000	1000	93	Pass	Medium	Low	Regular Review	84	4.5	2021-10-29	Quarterly	2.3	A	High quality	Report.pdf
P074	Project U	\$108,000	\$105,000	1280	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-26	Monthly	2.0	A	Consistent results	Report.pdf
P075	Project V	\$128,000	\$125,000	1480	89	Pass	Medium	Medium	Monitor	77	4.3	2021-10-28	Quarterly	2.2	B	Minor issues	Report.pdf
P076	Project W	\$148,000	\$143,000	1780	93	Pass	High	Low	Regular Review	88	4.6	2021-10-27	Monthly	2.0	A	High efficiency	Report.pdf
P077	Project X	\$98,000	\$95,000	1100	94	Pass	Medium	Low	Regular Review	85	4.6	2021-10-29	Quarterly	2.3	A	Consistent quality	Report.pdf
P078	Project Y	\$118,000	\$115,000	1380	90	Pass	Medium	Low	Regular Review	81	4.4	2021-10-26	Monthly	2.1	A	Good progress	Report.pdf
P079	Project Z	\$138,000	\$133,000	1580	92	Pass	High	Low	Regular Review	86	4.6	2021-10-28	Quarterly	2.2	A	Stable performance	Report.pdf
P080	Project A	\$88,000	\$85,000	1000	93	Pass	Medium	Low	Regular Review	84	4.5	2021-10-27	Monthly	2.0	A	High quality	Report.pdf
P081	Project B	\$108,000	\$105,000	1280	91	Pass	Medium	Low	Regular Review	83	4.5	2021-10-29	Quarterly	2.3	A	Consistent	

## Grant Details

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Rural, Low-Income Schools

**"LEA" = District, Charter School or Lab School**

\$ 164,700.09 Amount of RLIS Carryover

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

- ☒ Title IA
- ☒ Title IIA
- ☐ Title III
- ☐ Title IVA
- ☐ Title IVB

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

- ☒ Teachers
- ☒ Principals
- ☒ Other School Leaders
- ☒ Paraprofessionals
- ☒ Parents
- ☐ Other - indicate below

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

RLIS funds will be used to support beginning teachers through professional development, mentors support (stipends), new teacher support meetings, and instructional supplies & materials for classroom use. Professional development will help new teachers unpack the standards they teach, develop effective instructional practices, master effective classroom management strategies, analyze student data to drive instruction, and other identified needs as identified key stakeholders.

RLIS funds will be used for the following strategies listed below as well:

- Technology
- Subs for beginning teachers to observe master teachers
- Travel
- Food for celebrations (minimal amount)
- Contracted services
- Workshop expenses/Professional Development
- Signing Bonuses for hard to fill positions
- Stipends for mentors

The expected outcomes are:

These teacher support strategies will increase teacher effectiveness and retention. This goal will be measured by comparing this year's teacher turnover rate to the previous year's turnover rate as well as data from the Teacher Working Conditions as well. The teacher turnover rate will improve by 3%.

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

Data Required	Subject Area	2017-2018	2018-2019 Unofficial	Increase/Decrease
Percentage of Student Proficient (Level 3, 4 or 5)	Reading	45.2 %	47.2 %	2.00 %
	Math	45.3 %	46.5 %	1.20 %
	Science	66.9 %	71.8 %	4.90 %
Percentage of Student Proficient (Level 3, 4 or 5)	English II	50.4 %	42.9 %	-7.50 %
	Math I	29.6 %	20.3 %	-9.30 %
	Biology	34.9 %	42.5 %	7.60 %

## Related Documents












**Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Rural, Low-Income Schools**

### Required Documents




This page is currently not accepting Related Documents.

## Consolidated Related Documents

### Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Consolidated Related Documents

Required Documents		
Type	Document Template	Document/Link
Debarment Certification (PDF) [Upload 1 document(s)]	 <a href="#"><u>2020-21 Debarment Certification</u></a>	 <a href="#"><u>ECPPS NC Debarment Certification</u></a>
NC Prayer Certification and Single Set of Assurances [Upload 1 document(s)]	 <a href="#"><u>NC Prayer Certification and Single Set of Assurances</u></a>	 <a href="#"><u>ECPPS NC Prayer Certification and Single Set of Assurances</u></a>
Comprehensive Needs Assessment [Upload 1 document(s)]	 <a href="#"><u>Comprehensive Needs Assessment</u></a>	 <a href="#"><u>ECPPS Comprehensive Needs Assessment 2020-2021</u></a>
Goals and Strategies [Upload 1 document(s)]	 <a href="#"><u>Goals and Strategies</u></a>	 <a href="#"><u>ECPPS Title I Goals &amp; Strategies 2020-2021</u></a>
Optional Documents		
Type	Document Template	Document/Link
Affirmation of Consultation and Agreement with Private School Officials	 <a href="#"><u>Affirmation of Consultation and Agreement with Private School Officials</u></a>	 <a href="#"><u>ECPPS Private School Consultations</u></a>
CARES Act Application-FINAL [Upload up to 1 document(s)]	 <a href="#"><u>Elementary and Secondary School Emergency Relief</u></a>	



	<a href="#"><u>(ESSER) Fund Application</u></a>	
ESSER I PRC 163 Application for New Charters Only [Upload up to 1 document(s)]	 <a href="#"><u>ESSER I PRC163 Application for New Charters Only</u></a>	
PRC 178 Assessment Application [Upload up to 1 document(s)]	 <a href="#"><u>PRC 178 Summer Assessment Application</u></a>	 <a href="#"><u>ECPPS PRC 178 iReady Quote</u></a>

Contacts

**Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Contacts**

Required Contacts	
Type	Contact(s)
Funding Application Contact [Select 1 contact(s)]	<u>Bert Lane</u>
Homeless Contact [Select 1 contact(s)]	<u>Bert Lane</u>

Substantially Approved Dates

**Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Substantially Approved Dates**

Grant	Substantially Approved Date
Title IA	Wednesday, May 26, 2021
Title I-D	Not Yet Substantially Approved
Title II-A	Wednesday, May 26, 2021
Title III – Language Acquisition (PRC104)	Wednesday, May 26, 2021
Title III – Significant Increase (PRC111)	Wednesday, May 26, 2021
Migrant Education Program	Not Yet Substantially Approved
Title IVA – Student Support and Academic Enrichment (SSAE)	Wednesday, May 26, 2021
Rural, Low-Income Schools	Wednesday, May 26, 2021
School Improvement 1003 (CSI - Formula)	Not Yet Substantially Approved

**Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - Consolidated - Rev 2 - Assurances**

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

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

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

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (5) collaborate with the State or local child welfare agency to ensure the educational stability of children in foster care in accordance with section 1112(c)(5);
- (6) make provisions to implement schoolwide and/or targeted assistance programs in accordance with sections 1114 and 1115;
- (7) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- (8) ensure that any school the local educational agency proposes to serve with funds received under section 1003 will receive all of the State and local funds it would have received in the absence of funds received under section 1003;
- (9) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds;
- (10) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- (11) comply with Section 1116 – Parent and Family Engagement;
- (12) comply with Section 1114 and/or 1115 – TAS and SW program requirements; and
- (13) comply with section 1112(e) – Parents right to know.

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## 2 Migrant Education

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

1. Administer the Migrant Education Project in accordance with all applicable statutes, regulations, and Project Application as required by section 1302, 1303, and 1304.
2. Make provisions for services to eligible children attending Non-Public elementary and secondary schools in accordance with section 1120.
3. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for federal funds allotted to the LEA.
4. Select those students as "priority for services" whose education has been interrupted during the school year, and who are failing or at risk of failing to meet the state or local content and student performance standards in accordance with the requirements of section 1304(d).
5. Use state and local funds to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas which are not receiving funds under this Title.
6. Annually review program effectiveness, in accordance with subsection 1116(a); and make provisions for the implementation of school improvement procedures consistent with subsection 1116(c) and section 1306. \*
7. Transfer student records for migrant students who migrate in accordance with the requirements of section 1308.
8. Implement programs, activities and procedures for the involvement of parents consistent with provisions of section 1118.
9. Provide high-quality professional development in accordance with section 1119.
10. Maintain its fiscal effort in accordance with section 9521 of this Act.
11. Retain title and control of property and equipment purchases under this title.
12. Be responsible for repayment of MEP funds in the event of audit exception.
13. Maintain a district-wide salary schedule, as specified in section 1120A(c)(2)(i).
14. Comply with comparability requirements specified in sections 1120A(c)(2), 1114 and 1115.
15. Use federal funds under this part to supplement, not supplant, State and local funds, consistent with section 1120a(b)(1). Note: Evidence of supplement not supplant.

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

3 Title I, Part D, Subpart I - State Agency

Assurances are hereby provided to the State educational agency (SEA) that the State agency will:

1. Comply with the supplement, not supplant requirement of section 1120A and consistent with section 1415(b).
2. In making services available to children and youth in adult correctional institutions) give priority to such children and youth who are likely to complete incarceration within a 2-year period.
3. Assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth.
4. Work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities.
5. Work with children and youth with disabilities in order to meet an existing individualized education program.
6. Notify the child's or youth's local school if the child or youth –
  - is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and
  - intends to return to the local school.
7. Work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.
8. Train teachers and other qualified staff to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students.
9. Coordinate this program with any programs operated under the Juvenile and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.
10. Designate an individual in each affected correctional facility or institution for the neglected or delinquent children and youth to be responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs
11. Reserve not less than 15 percent and not more than 30 percent of funds under this part for transition services consistent with section 1418.
12. Be responsible for repayment of Title I funds in the event of an audit exception.

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

#### 4 Title II-A

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

1. Title II, Part A funds will be used to supplement and not supplant funds from non-federal sources.
2. Non-public schools in the LEA have been contacted yearly and have been given an equitable opportunity to participate in the planning and development of the programs funded under Title II, Part A for the benefit of children attending non-public schools (LEAs only, N/A for charter schools and SOPs).
3. The LEA, SOP, or charter school will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title II, Part A.
4. Local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA, SOP, or charter school have participated systematically in the design, planning, and implementation of the Title II, Part A program.
5. Through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.
6. Funds are targeted to schools that have the lowest proportion of Highly Qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Sections 1116(b), 2122(b)(3); and there is equity in the assignment of Highly Qualified teachers in very high poverty and low poverty schools . \*
7. All teachers paid with Title II, Part A funds for class size reduction are Highly Qualified.
8. All new Title I hires are Highly Qualified.
9. The LEA, SOP, or charter school has developed a plan to ensure that all teachers of core academic subjects within the district are Highly Qualified at the time of assignment (Section 1119).
10. The LEA, SOP, or charter school has incorporated and will fully implement procedures if/when it is necessary to hire and/or reassign a teacher who is not Highly Qualified for the grade level(s) and/or subject(s) he or she is assigned to teach.
11. The LEA, SOP, or charter school has established procedures for developing individual teacher plans in case of the assignment of a non-Highly Qualified teacher, mutually agreed upon between the school/district and the teacher, that provide for direct communication between the school/district and individual teachers. The Individual HQ Teacher Plan or a LEA/Charter Approved Form will be used in this process.
12. Parents are informed of their right to request and receive information on the qualifications of their children's teachers (LEAs that receive Title I funding).
13. The applicant will comply with Title VI & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
14. All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff/professional development.
15. Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance, and with policies and procedures issued by the North Carolina Department of Public Instruction.
16. The LEA, SOP, or charter school is responsible for repayment of Title II, Part A funds in the event of an audit exception."

#### 5 Title III – Language Acquisition (PRC104/PRC111)

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

1. use payments to be received under Every Student Succeeds Act, Title III and its authorization (20 U.S.C. 6301 et seq., Sections § 3101, 3102, 3111-3116, and 3121-3128) solely for services benefiting English learners, consistent with the purposes, requirements, and other conditions of use as stipulated under this program.
2. § 3115(b) not use more than 2 percent of allotted Title III funds for direct administrative expenses associated in administering this program.



The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

3. § 1112(c)(2) contact yearly, private elementary schools and secondary schools in the local education agency (LEA) in accordance with section § 1117, to have timely and meaningful consultation with private school officials regarding English learner services;
4. § 3116(b)(4)(A) - § (1112)(e)(3)(A-B) provide the following information to parents of English learners not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program via a uniform notification process in a language the parent can understand:
  - a) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
  - b) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - c) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  - d) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
  - e) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - f) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
  - g) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
  - h) information pertaining to parental rights that includes written guidance— "(I) detailing the right that parents have to have their child immediately removed from such program upon their request; "(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and "(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

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

5. § 3116(b)(4)(B) not be in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections § 3125 and § 3126. The participation of this district or school in this program will be conducted in accordance with all federal, state, and local laws and all requirements set forth in policies and procedures as issued by the North Carolina Department of Public Instruction.
6. § 3116(b)(4)(C) consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III program.
7. § 3116(b)(4)(D) if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
8. § 3116(c) All teachers in a Title III language instruction educational program for English learners are fluent in English and any other language used for instruction. Each eligible entity receiving a subgrant under section § 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
9. abide by all assurances published under the above law with regard to all statutes related to nondiscrimination



The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

and other compliance features listed in the federal Standard Form 424B as revised for Non-Construction Programs, the federal Certification Regarding Lobbying, and the Federal Certification Regarding Drug-Free and Tobacco-Free Workplace Requirements.

10. § EDGAR 76.730 maintain on file, all supporting documents for expenditures under Title III, in the business office of the school district in an orderly manner to permit expenditures audit and will be made available to appropriate officials upon request.

11. comply with Title VI, Section 601, of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.

#### 6 TITLE IV, PART A, SUBPART 1 – STUDENT SUPPORT AND ACADEMIC ENRICHMENT (SSAE)

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA), or Consortium of LEAs will:

- A. Prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that –
  - I. are among the schools with the greatest needs, as determined by such LEA or consortium;
  - II. have the highest percentages or numbers of children counted under section 1124(c);
  - III. are identified for comprehensive support and improvement under section 111(c)(4)(D)(i);
  - IV. are implementing targeted support and improvement plans as described in section 1111(d)(2); or
  - V. are identified as a persistently dangerous public elementary school or secondary school under section 8532;
- B. comply with section 8501 (regarding equitable participation by private school children and teachers);
- C. use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4107;
- D. use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
- E. use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA, or consortium of LEAs, will comply with section 4109(b); and
- F. annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of 4106(C) through (E).

#### 7 SRSA

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

- 1. Title VI, Part B funds will be used to supplement and not supplant funds from non-federal sources.
- 2. The LEA will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title VI, Part B.
- 3. The applicant will comply with Title VI B & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
- 4. All federal resources under Title VI B will be used to effectively improve the quality of instruction and student academic achievement.
- 5. Programs, projects, and activities will be operated in compliance with legislation and Non-Regulatory Guidance of the Title chosen to best assist in raising the district's student academic achievement and/or quality of instruction, as well as any policies and procedures issued by the State Department of Public Instruction.
- 6. The LEA is responsible for repayment of Title VI Part B funds in the event of an audit exception.
- 7. An LEA that fails to meet AYP after three years may continue to receive RLIS or SRSA funds only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA. \*
- 8. All requirements for the funds drawn down and used under this program have met the requirements under statute.

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

8 RLIS

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

1. Title VI, Part B funds will be used to supplement and not supplant funds from non-federal sources.
2. The LEA will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title VI, Part B.
3. The applicant will comply with Title VI B & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
4. All federal resources under Title VI B will be used to effectively improve the quality of instruction and student academic achievement.
5. Programs, projects, and activities will be operated in compliance with legislation and Non-Regulatory Guidance of the Title chosen to best assist in raising the district's student academic achievement and/or quality of instruction, as well as any policies and procedures issued by the State Department of Public Instruction.
6. The LEA is responsible for repayment of Title VI Part B funds in the event of an audit exception.
7. An LEA that fails to meet AYP after three years may continue to receive RLIS or SRSA funds only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA. \*
8. All requirements for the funds drawn down and used under this program have met the requirements under statute.

9 School Improvement Grant 1003(a)

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

1. Begin implementation of interventions aligned with the turnaround principles or implementation of a SIG model in the 2012-13 school year.
2. Utilize the NC Indistar planning tool as a mechanism for continuous improvement aligned to the requirements of both SIG and the ESEA turnaround principles.
3. Provide technical assistance for an identified Priority School focused on strengthening and improving the school's instructional program and based on scientifically based research in the areas of data analysis, identification and implementation of strategies, and budget analysis.
4. Use School Improvement 1003(a) funds as a part of a comprehensive strategy to improve the school(s) and not as an add-on or stand-alone activity.
5. Use funds to supplement and not supplant funds from other non-federal sources.
6. Not reduce other federal funding the school is eligible to receive (e.g., Title I, Part A).
7. Maintain records and provide information to the SEA as may be required for fiscal audits and program evaluations consistent with the responsibilities of the SEA under this program.

- 10 \* Beginning with the 2012-2013 school year, due to waivers granted to North Carolina by the US Department of Education to certain provisions of the Elementary and Secondary Education Act (ESEA), state education agencies (SEAs) and local education agencies (LEAs) are 1) no longer required to make determinations of adequate yearly progress (AYP) for schools and LEAs, and 2) no longer required to take certain improvement actions as outlined in ESEA section 1116. For more information on the waivers, see <http://www.ncpublicschools.org/docs/program-monitoring/esea/waiver.pdf>.