

# Charlotte ISD

## 2020-2023 ARP ESSER III Federal Grant

### Use of Funds Plan 2020-2023

#### Consultation and Needs Assessment:

- Sent direct communication to staff, parents, and/or students to gather input.
- Reviewed documented comprehensive needs assessment considering the pandemic to determine needs.
- Consulted with local school board to determine needs.
- Completed an initial comprehensive assessment.

#### Planned Activities:

- Any activity authorized under Elementary and Secondary Education Act (ESEA).
- Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students.
- Purchasing supplies to sanitize and clean the facilities of the district, including buildings operated by the district.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students.
- Planning for, coordinating, and implementing activities during long-term closures, ... including providing technology for online learning to all students.
- Purchasing educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors.
- students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment
- Providing mental health services and supports, including through implementation of evidence based full-service community schools.
- Planning and implementing activities related to summer learning -- providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care.
- Planning and implementing activities related to ... supplemental afterschool programs -- providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care.
- Addressing learning loss among district students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments.

- Addressing learning loss among district students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students.
- Addressing learning loss among district students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students.
- Addressing learning loss among district students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Tracking student attendance and improving student engagement in distance education.
- Other activities that are necessary to maintain the operation of and continuity of services in the district.
- Other activities that are necessary to continue to employ existing staff of the district.

**Budget\***: (Minimum amount to mitigate learning loss: \$294,669)

- Salaries - \$1,386,819 Professional Staff and Paraprofessionals;
- Professional and Contracted Services - \$60,000;
- Materials and Supplies - \$25,000
- Travel and Subsistence - \$2,000
- Total ESSER III Expenditures: \$1,473,819

\*Budget amounts represent 100% of total grant funds.

**Description:** (All academic activities to mitigate learning loss will target specific low-income students, students with disabilities, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care)

*Activities authorized under Elementary and Secondary Education Act (ESEA):* The Elementary and Secondary Education Act of 1965 authorizes activities allowable under the following programs found in the ESEA as amended by the Every Student Succeeds Act of 2015:

- TITLE I, Part A Supporting Basic Programs Operated by Local Educational Agencies
- TITLE I, Part C Education of Migratory Children
- TITLE I, Part D Neglected & Delinquent
- TITLE III, Part A English Learners & Immigrant Ed
- TITLE IV, Part A Student Support & Academic Enrichment
- TITLE V, Part B Rural Education Initiative (REAP/SRSA)
- TITLE VI, Part A Indian, Native Hawaiian, and Alaska Native Education
- TITLE VII, Part B McKinney-Vento, Education for Homeless Children and Youth
- IDEA, Part B Special Education

Though Charlotte ISD will not be conducting activities under all these programs, the ESSER III application approval grants the district the option of doing so.

*Address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students:* Professional development will train our staff in how to build meaningful, productive relationships with every student and every colleague and how to create a safe, effective environment for learning. Provide critical strategies to address students' needs by building strong inner selves and identifying and addressing socio-emotional insecurities and deficits. Use ESSER III funds for personnel to provide services to Charlotte ISD students who would otherwise not meet the federal eligibility-for-services requirements.

*Supplies to sanitize and clean the facilities:* Charlotte ISD will sanitize and clean its facilities to the standards recommended by the CDC.

*Activities during long-term closures, including providing meals to eligible students:* Districts may use these Federal funds with the specific purpose of providing food services to students prior to using ESSER funds for this purpose. However, if additional funds are necessary or such funding is not available, a district may use ESSER funds to provide meals. For example, ESSER funds could be used to increase the staff capacity and cover additional labor costs associated with serving meals to students during the pandemic, or for supporting COVID-19 pandemic-related expenses, such as school meal service equipment/supplies, meal packaging, and transportation services.

*Providing technology for online learning to all students:* A district may use ESSER funds for activities that support distance education and promote long-term improvements in technology infrastructure and operations and their effective use. These activities might include providing online learning to all students, including students with disabilities, English learners, students experiencing homelessness, and students in foster care; and training educators in the effective implementation of online learning. To support the continuity of learning, a district may use ESSER funds to purchase educational technology for student and educator use.

*Purchasing educational technology that aids in regular/substantive educational interaction between students and instructors.* ESSER funds may be used in purchasing educational technology (including hardware, software, and connectivity) for students who are served by the district. Such technology will aid in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

*Providing mental health services and supports:* To reduce the trauma, grief, and isolation caused by the COVID-19 pandemic, Charlotte ISD's counselors will join morning meetings and to connect with students. Counselors will be allowed to meet with both during school and before and after school hours to accommodate the social and emotional needs of students and their caregivers. Counseling resources will be provided. Counseling sessions will take place in a safe

meeting space and tele-counseling will be made available. All activities will be conducted in such a way as to help safely reopen and sustain the safe operation of the campuses.

*Summer Learning:* Charlotte ISD's summer learning program is designed to lessen the learning loss of students caused by the COVID-19 pandemic by utilizing certified personnel who will implement instructional strategies intended to improve student achievement through accelerated processes. These processes are likewise designed specifically to assist low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Summer learning activities will be conducted in such a way as to help safely reopen and sustain the safe operation of the campuses.

*Afterschool Programs:* In order to mitigate the learning loss of students caused by the COVID-19 pandemic, Charlotte ISD's afterschool program will provide critical academic support to its students. This will be accomplished through online class offerings, and one-on-one and group tutoring sessions. Various communication options will be available to allow district staff to stay in touch with parents and guardians. Staff also regularly communicate with regular day teachers to determine what specific assistance will help particular students and which students would benefit from additional support and if there are students who the program can check in on. ESSER III funds will be utilized to purchase Chromebooks, school supplies for afterschool activities, books, and certified teachers and paraprofessionals to provide instruction specifically targeting low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, & children in foster care. All activities will be conducted in such a way as to help safely reopen and sustain the safe operation of the campuses.

*High-quality assessments:* In order to mitigate the learning loss of students caused by the COVID-19 pandemic, Charlotte ISD will be administering and using high-quality assessments that allow for students to use assessment data to make choices about their areas of concentration and focus. Creating an environment of "choice" that helps to spur student motivation and provide complete visibility into individual student knowledge and readiness and that leverages assessment to understand precisely what each student does (and doesn't) know. Assessment instruments that produce valid and reliable results and offer connections to standards-based instructional resources by including learning objects, including that are interactive and responsive. Charlotte ISD's structured assessments provide a high-level view of student knowledge and facilitate comparative analysis. The quantity of performance data is translated into meaningful, actionable reports that pinpoint current student progress, predict future achievement, and inform instruction. Resulting data will be used by administrators to run various levels of reports, detect patterns at all grade levels, and reveal academic areas that require additional resources. All activities will be conducted in such a way as to help safely reopen and sustain the safe operation of schools.

*Implementing evidence-based activities:* Charlotte ISD's will lessen the learning loss of students caused by the COVID-19 pandemic through the use of evidence-based activities and

instructional materials. Charlotte ISD's use of evidence-based strategies by certified instructional personnel is intended to provide comprehensive assessments of social, emotional, and academic achievement. Student engagement and retention will increase as academic subjects are presented in an interdisciplinary fashion. All activities will be conducted in such a way as to help safely reopen and sustain the safe operation of the campuses.

*Parent and Family Support:* An integral part of any successful instructional program is the involvement of the parents, guardians and families of the students. A great deal of research shows that as parents become more involved with their child's education and the life of the school, students' academic achievement and participation improve. Charlotte ISD will use ESSER III funding to provide staff to communicate and train parents in assisting with instructional activities of their children.

*Tracking student attendance and improving student engagement in distance education:* ESSER III funding will provide Charlotte ISD with the methods and personnel needed to create data related to attendance and student engagement when involved in a distance learning atmosphere.

*Maintain the operation of, and continuity of, services in the district:* In determining how to prioritize its funds, Charlotte ISD has considered how to use these funds to safely reopen schools for full-time instruction for all students, maintain safe in-person operations, advance educational equity, and build capacity. The district provides services directly for allowable activities under ESSER. District is not authorized to award subgrants with ESSER funds.

*Continue to employ existing staff:* The district is authorized to use funds on "activities that are necessary to continuing to employ existing staff of the district in order to "prevent, prepare for, and respond to" the COVID-19 pandemic.

Traducción oral disponible a pedido.
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**Organization:** CHARLOTTE ISD  
**Campus/Site:** N/A  
**Vendor ID:**

**County District:** 007901  
**ESC Region:**20  
**School Year:** 2020-2021

SAS#: ARPAAA21

## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3013 - Program Plan

#### A. Use of Funds - LEA Allowable Activities

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

- Pre-award, March 13, 2020 – application submission date.
- 2020-2021, including summer 2021.
- 2021-2022, including summer 2022.
- 2022-2023, including summer 2023.
- 2023-2024, including summer 2024 (carryover period).
- N/A - Will not expend grant funds on this activity.

1. Any activity authorized under Elementary and Secondary Education Act (ESEA)

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

2. Any activity authorized under Individuals with Disabilities Education Act (IDEA)

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

3. Any activity authorized under the Adult Education and Family Literacy Act

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

4. Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity



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- |    |   |
|----|---|
| 5. | Coordination of preparedness and response efforts of LEA with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus<br><input type="checkbox"/> Pre-award<br><input type="checkbox"/> 2020-2021, including summer 2021<br><input type="checkbox"/> 2021-2022, including summer 2022<br><input type="checkbox"/> 2022-2023, including summer 2023<br><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<br><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity   |
| 6. | Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population<br><input type="checkbox"/> Pre-award<br><input type="checkbox"/> 2020-2021, including summer 2021<br><input checked="" type="checkbox"/> 2021-2022, including summer 2022<br><input checked="" type="checkbox"/> 2022-2023, including summer 2023<br><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<br><input type="checkbox"/> N/A - Will not expend grant funds on this activity |
| 7. | Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA<br><input type="checkbox"/> Pre-award<br><input type="checkbox"/> 2020-2021, including summer 2021<br><input type="checkbox"/> 2021-2022, including summer 2022<br><input type="checkbox"/> 2022-2023, including summer 2023<br><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<br><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity   |
| 8. | Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases<br><input type="checkbox"/> Pre-award<br><input type="checkbox"/> 2020-2021, including summer 2021<br><input type="checkbox"/> 2021-2022, including summer 2022<br><input type="checkbox"/> 2022-2023, including summer 2023<br><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<br><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity  |
| 9. | Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA<br><input type="checkbox"/> Pre-award<br><input type="checkbox"/> 2020-2021, including summer 2021<br><input checked="" type="checkbox"/> 2021-2022, including summer 2022<br><input checked="" type="checkbox"/> 2022-2023, including summer 2023<br><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<br><input type="checkbox"/> N/A - Will not expend grant funds on this activity   |

Revised 6/9/2022



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<p>10. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input checked="" type="checkbox"/> 2021-2022, including summer 2022</li> <li><input checked="" type="checkbox"/> 2022-2023, including summer 2023</li> <li><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>
<p>11. Planning for, coordinating, and implementing activities during long-term closures, ... including providing technology for online learning to all students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input checked="" type="checkbox"/> 2021-2022, including summer 2022</li> <li><input checked="" type="checkbox"/> 2022-2023, including summer 2023</li> <li><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>
<p>12. Planning for, coordinating, and implementing activities during long-term closures, ... how to provide guidance for carrying out requirements under IDEA</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input type="checkbox"/> 2021-2022, including summer 2022</li> <li><input type="checkbox"/> 2022-2023, including summer 2023</li> <li><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>
<p>13. Planning for, coordinating, and implementing activities during long-term closures, ... how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input type="checkbox"/> 2021-2022, including summer 2022</li> <li><input type="checkbox"/> 2022-2023, including summer 2023</li> <li><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>
<p>14. Purchasing educational technology (hardware, software, and connectivity) for students ... that aids in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input checked="" type="checkbox"/> 2021-2022, including summer 2022</li> <li><input checked="" type="checkbox"/> 2022-2023, including summer 2023</li> <li><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>

Revised 6/9/2022





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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3013 - Program Plan

<p>15. Providing mental health services and supports, including through implementation of evidence based full-service community schools</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Pre-award</li><li><input type="checkbox"/> 2020-2021, including summer 2021</li><li><input checked="" type="checkbox"/> 2021-2022, including summer 2022</li><li><input checked="" type="checkbox"/> 2022-2023, including summer 2023</li><li><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li><li><input type="checkbox"/> N/A - Will not expend grant funds on this activity</li></ul>
<p>16. Planning and implementing activities related to summer learning -- providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, &amp; children in foster care</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Pre-award</li><li><input type="checkbox"/> 2020-2021, including summer 2021</li><li><input checked="" type="checkbox"/> 2021-2022, including summer 2022</li><li><input checked="" type="checkbox"/> 2022-2023, including summer 2023</li><li><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li><li><input type="checkbox"/> N/A - Will not expend grant funds on this activity</li></ul>
<p>17. Planning and implementing activities related to ... supplemental afterschool programs -- providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, &amp; children in foster care</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Pre-award</li><li><input type="checkbox"/> 2020-2021, including summer 2021</li><li><input checked="" type="checkbox"/> 2021-2022, including summer 2022</li><li><input checked="" type="checkbox"/> 2022-2023, including summer 2023</li><li><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li><li><input type="checkbox"/> N/A - Will not expend grant funds on this activity</li></ul>

Revised 6/9/2022



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**County District:** 007901  
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**School Year:** 2020-2021

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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3013 - Program Plan

#### B. Use of Funds - LEA Allowable Activities (continued)

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

- Pre-award, March 13, 2020 – application submission date.
- 2020-2021, including summer 2021.
- 2021-2022, including summer 2022.
- 2022-2023, including summer 2023.
- 2023-2024, including summer 2024 (carryover period).
- N/A - Will not expend grant funds on this activity.

1. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

2. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

3. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity



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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3013 - Program Plan

<p>4. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial &amp; ethnic minorities, students experiencing homelessness, &amp; children in foster care -- Tracking student attendance and improving student engagement in distance education</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input checked="" type="checkbox"/> 2021-2022, including summer 2022</li> <li><input checked="" type="checkbox"/> 2022-2023, including summer 2023</li> <li><input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>
<p>5. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input type="checkbox"/> 2021-2022, including summer 2022</li> <li><input type="checkbox"/> 2022-2023, including summer 2023</li> <li><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>
<p>6. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... mechanical and non-mechanical heating, ventilation, and air conditioning systems</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input type="checkbox"/> 2021-2022, including summer 2022</li> <li><input type="checkbox"/> 2022-2023, including summer 2023</li> <li><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>
<p>7. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... filtering, purification and other air cleaning, fans, control systems</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input type="checkbox"/> 2021-2022, including summer 2022</li> <li><input type="checkbox"/> 2022-2023, including summer 2023</li> <li><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>
<p>8. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... window and door repair and replacement</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-award</li> <li><input type="checkbox"/> 2020-2021, including summer 2021</li> <li><input type="checkbox"/> 2021-2022, including summer 2022</li> <li><input type="checkbox"/> 2022-2023, including summer 2023</li> <li><input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)</li> <li><input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity</li> </ul>



Organization: CHARLOTTE ISD  
Campus/Site: N/A  
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County District: 007901  
ESC Region:20  
School Year: 2020-2021

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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3013 - Program Plan

9. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

10. Other activities that are necessary to maintain the operation of and continuity of services in the LEA

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

11. Other activities that are necessary to ... continuing to employ existing staff of the LEA

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity



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ESC Region:20  
School Year: 2020-2021

## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3013 - Program Plan

#### C. LEA Needs Process

1. Which of the following processes did the LEA follow to determine the needs of the LEA caused by the pandemic that would not be reimbursed by other fund sources (Federal Emergency Management Agency (FEMA), Child Nutrition Program, Child Care & Development Block Grant (CCDBG))? Directions: Select the types of activities the LEA followed in conducting its process to identify the added needs caused by the pandemic. Check all that apply.

- LEA conducted surveys to district-level staff.
- LEA conducted surveys to campus-level staff.
- LEA conducted surveys to parents.
- LEA conducted surveys to students.
- LEA surveyed community groups (i.e., government officials, business, law enforcement, nonprofit organizations, etc.).
- LEA sent direct communication to staff, parents, and/or students to gather input.
- LEA reviewed and analyzed data from local and state health authorities.
- LEA identified needs as issues arose that were out of the ordinary.
- LEA reviewed documented comprehensive needs assessment considering the pandemic to determine needs.
- LEA consulted with local school board to determine needs.
- LEA followed some type of documented disaster or emergency plan with specific needs assessment processes.
- LEA used professional or contracted services to collect, disaggregate, and/or analyze data related to needs.
- LEA determined needs through another process or data points not listed above.
- LEA completed a focused or problem-oriented assessment.
- LEA completed an emergency assessment.
- LEA completed a time-lapsed assessment.
- LEA completed an initial comprehensive assessment.
- LEA completed an ongoing or partial assessment.
- LEA completed a different needs assessment process not described above.



Organization: CHARLOTTE ISD  
Campus/Site: N/A  
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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3013 - Program Plan

2. How did the LEA prioritize the needs identified in Line 1 above? Directions: Select the types of processes the LEA followed in prioritizing the needs of the LEA in determining what activities would be funded with ESSER III funds. Check all that apply. If all identified needs are being met with ESSER III funds, select "All needs met; no prioritization needed."

- LEA focused on largest expenditures.
- LEA focused on needs serving the largest number of students.
- LEA focused on needs serving the largest number of staff.
- LEA consulted with local school board to prioritize needs.
- LEA focused on Economically Disadvantaged or Socioeconomically Disadvantaged data.
- LEA focused on serving needs of identified student groups (at-risk, migrant, immigrant, SWD, English Learners, Homeless, Foster, etc.).
- LEA ranked campus needs per SC5000.
- LEA focused on governance needs.
- LEA focused on wellness needs.
- LEA focused on instructional continuity needs.
- LEA focused on postsecondary needs for seniors.
- LEA focused on facility needs.
- LEA focused on school operational needs.
- LEA focused on technology needs.
- LEA focused on Personal Protective Equipment (PPE).
- LEA focused on professional development and training needs to facilitate transition to remote/online/virtual classrooms and teaching.
- LEA prioritized needs through another process or data points not listed above.
- All needs met; no prioritization needed.

#### D. Maintenance of Equity

Directions: Select one applicable response for which the LEA is exempt from the required Maintenance of Equity provision. If the LEA is not exempt from this provision, select "No".

1. Is the LEA exempt from the required Maintenance of Equity provision?

- No
- Yes, LEA has fewer than 1,000 total enrollment
- Yes, LEA has only one campus within the LEA
- Yes, LEA has only one campus per grade span (elementary, middle school, high school) within the LEA
- Maybe, the LEA will apply to USDE for a waiver for exceptional or uncontrollable circumstances
- Maybe, the LEA will apply to USDE for a waiver for a precipitous decline in financial resources in the LEA



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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3013 - Program Plan

#### E. Required Assurances

1. Select the following checkboxes to indicate your compliance with the required assurances.

- The LEA assures that although funds may be used for one-time or ongoing purposes, the LEA understands the use of the funds for ongoing purposes could result in funding deficits in future years after the funding expires on September 30, 2024. The LEA assures it makes no assumption that the state will provide replacement state funds in future years, and that this fact will be raised and explicitly discussed in a meeting of its governing board.
- The LEA assures that it engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds.
- The LEA assures that it specifically, engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff.
- The LEA assures that it specifically, engaged in meaningful consultation with, and to the extent present in or served by the LEA tribes, civil rights organizations (including disability rights organizations).
- The LEA assures that it engaged in meaningful consultation with stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA assures that its plan for the uses of ARP ESSER III funds is provided in an understandable and uniform format.
- The LEA assures, to the extent practicable, the plan is written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- The LEA assures that the program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds will be posted to the LEA's website within 30 days of receiving its ESSER III Notice of Grant Award.



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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3014 - Program Narrative

#### A. Pre-Award

Directions: Enter "No" if no activity is marked as pre-award in Sections A and B in PS3013. You must enter an amount if any activity is marked as pre-award in Sections A and B in PS3013. The combination of an activity marked as pre-award in Sections A and B in PS3013 and an amount entered below will constitute the required prior approval process for pre-award costs.

1. Enter the total dollar amount of ESSER III funds to be charged as pre-award costs for the activities indicated in Sections A and B in PS3013 as occurring during pre-award (March 13, 2020, through the application submission date).

\$0

#### B. Minimum Required Set-Aside

Directions: You must enter an amount that is at least 20% of your total budget. You will be required to report this set-aside by activity and student group in future reporting.

1. Enter the total dollar amount of ESSER III funds to be expended to meet the 20% minimum required set-aside for learning loss mitigation, including through afterschool, summer school, extended day/year programs, targeted to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

\$300,000

2. Briefly describe the activities selected in PS3013 questions A16, A17, B1, B2, and/or B3. A response in at least one of these PS3013 questions is required.

A16: Charlotte ISD's summer learning program is designed to lessen the learning loss of students caused by the COVID-19 pandemic by utilizing certified personnel who will implement instructional strategies intended to improve student achievement through accelerated processes. These processes are likewise designed specifically to assist low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Summer learning activities will be conducted in such a way as to help safely reopen and sustain the safe operation of the campuses.

3. Briefly describe the activities selected in PS3013 questions A6, A13, A15, A17, B1, B2, and/or B3. A response in at least one of these PS3013 questions is required.

B2: Charlotte ISD's will lessen the learning loss of students caused by the COVID-19 pandemic through the use of evidence-based activities and instructional materials. Charlotte ISD's use of evidence-based strategies by certified instructional personnel is intended to provide comprehensive assessments of social, emotional, and academic achievement. Student engagement and retention will increase as academic subjects are presented in an interdisciplinary fashion. All activities will be conducted in such a way as to help safely reopen and sustain the safe operation of the campuses.





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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Description PS3014 - Program Narrative

#### C. Safe Return to In-Person Instruction and Continuity of Services Plan

Directions: Your plan must be made available for public comment and take any comments received into account before posting the final plan to the web site listed below. A previously developed plan may meet this compliance requirement if it meets the statutory requirements. TEA will randomly verify the plan is available at the link provided after Notice of Grant Awards (NOGAs) are issued.

1. Enter the direct web link to the LEA's web page where you post your required "Safe Return to In-Person Instruction and Continuity of Services Plan" and the PS3013 and PS3014 program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds within 30 days of receiving your ESSER III Grant NOGA. These plans must be reviewed at least every 6 months and updated as appropriate.

<https://www.charlotteisd.net/vnews/display.v/SEC/Administration%7CRequired%20Postings>

#### D. Prevention and Mitigation Strategies Consistent with Centers for Disease Control and Prevention (CDC)

1. Briefly describe the activities selected in PS3013 questions A5, A8, A9, B5, B6, B7, B8, and/or B9. If none of these activities were selected, enter "No prevention and mitigation strategies funded."

Charlotte ISD will sanitize and clean its facilities to the standards recommended by the CDC.



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## 2020-2023 ARP ESSER III Federal Grant Application

### Program Budget BS6001 - Program Budget Summary and Support

#### Statutory Authority: American Rescue Plan (ARP) Act of 2021, Elementary and Secondary School Emergency Relief (ESSER III) Fund

#### Part 1: Available Funding

[View List of SSA Members](#)

Available Funding	
Description	ARP ESSER III
1. Fund/SSA Code	282
2. Planning Amount	
3. Final Amount	\$1,473,819
4. Carryover	
5. Reallocation	
<b>Total Funds Available</b>	<b>\$1,473,819</b>

#### Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	ARP ESSER III
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$1,386,819
3. Professional and Contracted Services	6200	\$60,000
4. Supplies and Material	6300	\$25,000
5. Other Operating Costs	6400	\$2,000
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		<b>\$1,473,819</b>
9. Indirect Costs		
<b>Total Budgeted Costs</b>		<b>\$1,473,819</b>
<b>Total Funds Available Minus Total Costs</b>		<b>\$0</b>
10. Payments to Member Districts of SSA	6493	

#### B. Breakout of Direct Admin Costs

Part 2B Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.