

2023-2024

ALLOTMENT POLICY MANUAL



**PUBLIC SCHOOLS OF NORTH CAROLINA
STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
FINANCIAL AND BUSINESS SERVICES
DIVISION OF SCHOOL BUSINESS**



www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/allotments--funding-public-school-units

General Information

**PUBLIC SCHOOLS OF NORTH CAROLINA
STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
FINANCIAL AND BUSINESS SERVICES
DIVISION OF SCHOOL BUSINESS**



www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/allotments--funding-public-school-units/

DEFINITION OF TERMS

- 1) **ABCs Flexibility** – In [SL 1995-450](#), the General Assembly approved a law to give the State Board of Education the authority to implement the ABCs. The ABCs assign more responsibility at the school building level and allow schools flexibility to use funds as they are most needed at the school. Budget flexibility is codified in G.S. 115C-105.25
- 2) **Add-on** - Categorical dollars allocated over and above the base allotment.
- 3) **Allotted ADM** - The higher of the first two months total projected ADM for the current year or the higher of the first two months total prior year ADM.
- 4) **Apportionment of Local Funds** - The certification of the distribution of local current expense funds by the State Board of Education when there is more than one LEA in a county.
- 5) **Average Daily Membership (ADM)** - The sum of the number of days in membership for all students in an individual public school unit, divided by the number of school days in the term.
- 6) **CFDA #** - A number that is assigned to each federal program for which a grant is awarded. [The Catalog of Federal Domestic Assistance](#) contains information for all federal grant programs such as grant authorization, who is eligible to apply, etc.
- 7) **Carryover** – Funds appropriated but unspent in the first fiscal year that are brought forward for expenditure in the succeeding fiscal year. Most allotments that carry over must be approved annually by the State Budget Office.
- 8) **Categorical Allotments** – An allotment with a formula that weights the distribution of funds based on student characteristics or public school unit demographics. Local school systems may use this funding to purchase all services necessary to address the needs of a specific population or service. These funds may be used to hire personnel such as teachers, teacher assistants, and instructional support personnel or to provide a service such as transportation, staff development, or to purchase supplies and materials.
Examples: At Risk Student Services, Transportation, and Children with Disabilities.
- 9) **Charter Schools** – A public school operated by a nonprofit board or certain municipalities as a semi-autonomous school of choice within a school district operating under a "charter" with the State Board of Education. The final approval of all charters is granted by the State Board of Education. Charter schools are designed to give significant autonomy to individual schools and in turn hold these schools accountable for results. See G.S. 115C-218
- 10) **Child with a Disability** -- A child evaluated as having autism, deaf-blindness, deafness, developmental delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disability, specific learning disability, speech or language impairment, traumatic brain injury or visual impairment who, by reason of the disability, needs special education and related services.
- 11) **Dollar Allotments** – An allotment with a formula based on dollars per ADM. Local school systems can hire employees or purchase goods for a specific purpose, but the local system must operate within the allotted dollar amount.
Examples: Textbooks, Central Office Administration, Teacher Assistants.
- 12) **Dollars per ADM** - LEA's Initial Allotments divided by the allotted ADM for that LEA. Other public school units receive an amount equal to the state funded dollars per ADM for the LEA in which the school is located or (for new charters) in which the student was

previously enrolled.

- 13) **Dollars per Child Count** - Funds generated for school-aged children with special needs divided by the LEA's April 1 total child count (not capped). Other public school units receive an amount equal to the LEA's state funded dollars per child count for the LEA in which the child was identified.
- 14) **ECATS** -- Every Child Accountability Tracking System. ECATS is comprised of three integrated modules accessed from a single user interface based upon role security: Special Education, Service Documentation and Multi-Tiered System of Support modules. ECATS also contains a combined set of data or Operational Data Store (ODS) from the three modules. ECATS will have direct data interface with the Student Information System PowerSchool and other NCDPI enterprise systems.
- 15) **ESEA** - Elementary and Secondary Education Act of 1965. This act was amended by the No Child Left Behind Act of 2001 and the Every Student Succeeds Act of 2015.
- 16) **Full-time Equivalent** (FTE) - Sum of part-time positions employed when added together equate to a full-time position used within a classification.
Example: Two one-half time positions equate to one full-time equivalent position.
- 17) **Grade Level Proficiency** – Performance standards, called achievement levels, are one way that scores on the North Carolina End-of-Course Tests are reported. Students that score at or above Level III are considered to be grade level proficient and at or above Level IV are considered to be on track for career and college readiness. Listed below are the five achievement levels:
 - a) Level I: Students performing at this level have a limited command of grade-level knowledge and skills in the tested content areas.
 - b) Level II: Students performing at this level have a partial command of grade-level knowledge and skills in the tested content areas.
 - c) Level III: Students performing at this level have a sufficient command of grade-level knowledge and skills in the tested content areas to move on to the next grade but who may need additional support to be on track for career and college readiness.
 - d) Level IV: Students performing at this level have a solid command of grade-level knowledge and skills in the tested content areas to move on to the next grade and are on track for career and college readiness.
 - e) Level V: Students performing at this level have a superior command of grade-level knowledge and skills in the tested content areas to move on to the next grade and are on track for career and college readiness.
- 18) **Headcount/Child Count** - This term refers to the process of actually counting the number of pupils who are defined as Children with Special Needs or Limited English Proficient.
 - a) For federal purposes, children with special needs include only a child with a disability.
 - b) The federal government requires child counts of children with special needs who have been properly identified, are receiving special education and related services on the child count day and have an individual education plan (IEP) or an individualized family service plan (IFSP). The December 1 IDEA Title VI-B child count includes those children ages 3 to 21 who are being served by LEAs, charter schools, or state-operated programs. State law requires an adjusted child count on April 1 of children ages 5 to 20 who are being

served by LEAs or charter schools and ages 3 to Pre-K-5 for Preschool funds. The April child count includes additions or deletions to the December 1 child counts and is used for state funding purposes.

- 19) **IDEA** - Individuals with Disabilities Education Act replaced the EHA - Education of Handicapped Act for Title VI-B. Includes Title VI-B and Title VI-B Preschool.
- 20) **Initial Allotments** – The allocation of state and federal funds to LEAs occurring after adjournment of the General Assembly.
- 21) **Laboratory School** – “Lab” School - A school created under the UNC Board of Governors pursuant to G.S.116-239.5
- 22) **Months of Employment** - A unit of employment corresponding to a calendar month. The state allots a certain number of months of employment which can be assigned to a position, or a portion of a position, at the discretion of the LEA. Months of employment pertain to all position allotments which include Career Technical Education and School Building Administration (Assistant Principals).

Example: If an LEA is allotted 100 months of employment, that LEA can hire 10 Career Technical Education teachers for 10 months; or 8 teachers for 12 months and 1 teacher for 4 months; or any other combination which equals 100 months. Each allotment category must be reviewed for any special restrictions.
- 23) **PR/Award** – A unique, identifying number assigned to each application. This is commonly known as the “grant number” or “document number”.
- 24) **Planning Allotments** – The tentative allocation of state and federal funds to LEAs to provide information for budgeting purposes. These allotments occur during February, preceding the fiscal year for which the initial allotment will be made.
- 25) **Positions** - Positions equate to the full-time equivalent individuals that can be assigned for the employment period represented by the allotment category. For example, a position in the classroom teacher allotment represents an employment period of 10 months. The number of full-time equivalent individuals that can be employed is limited to the number of months associated with the positions allotted by the state.
- 26) **Position Allotments** – The State allots positions to a local school system for a specific purpose. The local school system pays whatever is required to hire certified teachers and other educators based on the [State Salary Schedule](#), without being limited to a specific dollar amount. Each local school system will have a different average salary based on the certified personnel's experience and education. For more information see the State Salary Schedule Manual.

Example: Teachers, School Building Administration (Principals) and Instructional Support Personnel.
- 27) **Power School** - A web-based student information system. Power School provides the full range of features needed by administrators at the district and school level for student accounting. The system is developed by Pearson Education, Inc.
- 28) **Public School Unit (PSU)**– For purposes of this Allotment Policy Manual, the term PSU includes local education agency, charter school, lab school, and regional school only. Per SL 2020-56, PSU also includes NC residential schools.

- 29) **Regional School** - A school created pursuant to [GS 115C, Article 16, Part 10](#) which includes all of grades nine through twelve and may include grades seven and eight.
- 30) **Renewal School System** A local board of education that has been approved to operate exempt from many statutes and receives State funds in an unrestricted block grant. SL 2018-23 Part VI
- 31) **Restart School - Reformed** school that has been identified as one of the continually low-performing schools in North Carolina. These school can operate using one of the following models with State Board Approval: (1) Transformation Model, (2) Restart Model, (3) Turnaround model, or (4) School closure model. G.S. 115C-105.37B
- 32) **School** - An organizational subdivision of a school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with an assigned principal, or person acting in the capacity of principal, to give instruction of the type defined in the NC Standard Course of Study, and housed in a school plant of one or more buildings. (See definition of *charter school*.)
- 33) **Student Accounting** - The data collection regarding student enrollment, membership, attendance, and withdrawal from membership in the public schools. Power School is the official student information system by which this data is reported to the Department of Public Instruction.
- 34) **Tydings Amendment** - Federal law provides that certain federal funds not obligated during the first year of allotment shall remain available for obligation and expenditure for one additional year. Federal grant periods vary; therefore, each grant must be reviewed to determine if the Tydings Amendment will apply. Since the federal fiscal year begins October 1st and the state fiscal year begins July 1st, many grant periods can be active up to 27 months when provisions of the Tydings Amendment are applicable.
- 35) **UERS** – Uniform Education Reporting System. UERS is the comprehensive system by which LEAs and Charter schools report data electronically to the Department of Public Instruction. Some components of UERS include SIMS (Student Information Management System) and expenditure reporting in compliance with the [Uniform Chart of Accounts](#). G.S. 115-12(18)
- 36) **Year-Round Education** - A school with a single or multi-track instructional calendar that was adopted prior to March 1, 2020, and provides instructional days throughout the entire school calendar year, beginning July 1 and ending June 30, by utilizing at least one of the following plans:
 - a. A plan dividing students into four groups and requiring each group to be in school for assigned and staggered quarters each school calendar year.
 - b. A plan providing students be scheduled to attend 45 an average of between 44 and 46 instructional days followed by an average of between 15 and 20 days of vacation, repeated throughout the school calendar year.
 - c. A plan dividing the school calendar year into five nine-week sessions of classes and requiring each student to attend four assigned and staggered sessions out of the five nine-week sessions to complete the student's instructional year."

ECONOMICALLY DISADVANTAGED PUBLIC SCHOOL SUPPORT FUNDS – (PRC 251)

PROGRAM REPORT CODE: 251
UNIFORM CHART OF ACCOUNTS CODE: 1-XXXX -251-XXX
STATUTORY REFERENCE: [SL 2023-134 Section 7.45](#)
G.S. 115C-105.34

TYPE: Dollars

TERM: July 1 to June 30

PURPOSE: To support the efforts of qualifying economically disadvantaged public schools to continue to exceed growth in subsequent school years.

ELIGIBILITY:

1. Local education agency with one or more qualifying schools. A qualifying school is one that has both of the following:
 - a student population that is composed of at least eighty percent (80%) of students identified by NCDPI as economically disadvantaged students.
 - exceeded expected growth in the prior school year.
2. Charter school that has a student population that is composed of at least eighty percent (80%) of students identified by NCDPI as economically disadvantaged students and exceeded expected growth in the prior school year.

FORMULA: Funds appropriated shall be allotted based on the proportionate share of the final prior year average daily membership of the qualifying school that are open in the current year.

SPECIAL PROVISIONS:

- 1) The governing body shall distribute the funds to each qualifying school based on the relative proportions of students in each qualifying school.
- 2) Funds shall be used for curriculum, activities necessary to support students and instructional support personnel, and bonus and retention programs for any full time or part time employee at the qualifying school, at the discretion of the governing body of the qualifying school.
- 3) The funds are intended to supplement, not supplant, local funds.

**EXTENDED LEARNING AND INTEGRATED STUDENTS SUPPORT (ELISS) GRANT
(PRC 052)**

PROGRAM REPORT CODE: 052
UNIFORM CHART OF ACCOUNTS CODE: 1-XXXX-052-XXX
STATUTORY REFERENCE: [SL 2023-134 Section 7.63](#)

TYPE: Dollars
TERM: July 1 to June 30 for each year of the 2023-25 biennium
PURPOSE: To fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes. Programs should focus on serving at-risk students not performing at grade level as demonstrated by statewide assessments, students at risk of dropout, and students at risk of school displacement due to suspension or expulsion as a result of antisocial behaviors.
ELIGIBILITY: Nonprofit corporations and nonprofit corporations working in collaboration with local school administrative units may apply to receive funds through a competitive process.
FORMULA: Competitive grant; priority consideration shall be given to applicants that
A. Demonstrate models that focus services and programs in schools that are identified as low-performing pursuant to G.S. 115C-105.37
B. Are a nonprofit corporation working in partnership with a LEA resulting in a match utilizing federal funds under Part A of Title I of the Elementary and Secondary Education Act of 1965 or Title IV of the Higher Education Act of 1965, and other federal or local funds
Grant participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year.

SPECIAL PROVISIONS:

- 1) Grant participants shall provide certification to NCDPI that funding will be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in nongrant funds. Matching funds shall not include other State funds. Matching funds may include in-kind contributions for up to fifty percent (50%) of the required match.
- 2) Programs shall focus on the criteria listed in SL 2023-134 Section 7.63.(b).

- 3) NCDPI may use up to two hundred thousand dollars (\$200,000) for each fiscal year to administer the Program.
- 4) A nonprofit corporation may act as its own fiscal agent for the purposes of this Program.
- 5) Grant recipients shall report to NCDPI for the year in which grant funds were expended on the progress of the Program, including alignment with State academic standards, data collection for reporting student progress, the source and amount of matching funds, and other measures, before receiving funding for the next fiscal year.
- 6) Grant recipients shall submit a final report on key performance data, including statewide test results, attendance rates, graduation rates, and promotion rates, and financial sustainability of the Program.
- 7) Grant funds may not be used to supplant extended learning and integrated student support programs funded from other state or federal sources.

HEALTH CAREER PROMOTION (PRC 253)

PROGRAM REPORT CODE: 253
UNIFORM CHART OF ACCOUNTS CODE: 1-XXXX-253-XXX
STATUTORY REFERENCE: SL 2023-134
[Committee Report #70](#)

TYPE: Dollars
TERM: July 1 to June 30 each year of the 2023-25 biennium
PURPOSE: To support public school units in developing a comprehensive promotion plan for health careers to high school students and their families.
ELIGIBILITY: Public school units
FORMULA: Grant recipients will receive a prorata share of the grant funds available based on the average daily membership in grades 9-12, not to exceed \$25,000.
Priority will be provided to PSUs which demonstrate that a workforce demand exists in the district or region as identified by occupational outlook data.
If there are unobligated funds after the initial award, remaining funds may be requested as expansion of existing awards.

SPECIAL PROVISIONS:

- 1) Funds shall not be used for equipment and salary of personnel during regular school day.

INCREASING ENGAGEMENT IN STEM GRANT (PRC 254)

PROGRAM REPORT CODE: 254
UNIFORM CHART OF ACCOUNTS CODE: 1-XXXX-254-XXX
STATUTORY REFERENCE: [SL 2023-134 Section 7.22](#)

TYPE: Dollars
TERM: July 1 to June 30
PURPOSE: To provide grant funds to public school units to engage in experimental science, technology, engineering, and math (STEM) education programs.
ELIGIBILITY: Public school units which have applied for funding by January 15, 2024.
FORMULA: Competitive grant given to up to twenty PSUs.
The State Superintendent shall determine the grantees and the award amounts taking into consideration the following:
Recipients shall reflect the geographic diversity of the State.
Recipients shall also reflect the population diversity of PSUs by selecting recipients from the following:

1. Up to five PSUs consisting of one school,
2. Up to five PSUs with an ADM from the previous school year of 4,000 students or less,
3. Up to five PSUs with an ADM from the previous school year between 4,001 and 20,000 students,
4. Up to five PSUs with an ADM from the previous school year of at least 20,001 students,

If there are fewer than five applicants in any of the categories listed above, additional grants may be awarded to applicants from other categories.

SPECIAL PROVISIONS:

- 1) The application shall require a plan for how the PSU intend to use funding to increase STEM engagement of sixth, seventh, and eight grade students and shall include how grant funds will be used to further the purpose of the Program.
- 2) Allowable uses of funds include, but are not limited to:
 - i) Stipends for teachers who participate with the Program.
 - ii) Partnering with third-party vendors to provide services or host competitions that further the purpose of the Program.

- b) PSUs shall provide a plan on how to sustain the program beyond the end of the grant period.
- 2) PSUs receiving funds shall designate both students who complete the grant-funded activities in the Common Education Data Analysis and Reporting System (CEDARS) and a matched set of students with similar demographic characteristics who did not complete the grant-funded activities, when possible, in a manner directed by NCDPI that will allow future analysis of outcomes for these students.

MIDDLE SCHOOL READING (PRC 257)

PROGRAM REPORT CODE: 257
UNIFORM CHART OF ACCOUNTS CODE: 1-XXXX-257-XXX
STATUTORY REFERENCE: [SL 2023-134 Section 7.15.\(b\)\(2\)](#)

TYPE: Dollars
TERM: July 1 to June 30
PURPOSE: To enable public school units to provide additional support to middle school students who have been identified as reading below grade level.
ELIGIBILITY: Charter schools and LEA schools listed in Special Provision 1) may apply for these funds.
FORMULA: \$250.00 per ADM for grades 6-9 as reported on the 2023-24 Best 1 of average daily membership report.

SPECIAL PROVISIONS:

- 1) The following public schools are authorized to participate in the program:
 - a. Alpha Academy
 - b. Catawba Rosenwald Education Center in Catawba County Schools
 - c. Coats-Erwin Middle in Harnett County Schools
 - d. Community Public Charter
 - e. Community School of Davidson
 - f. Conway Middle in Northampton County Schools
 - g. Dunn Middle in Harnett County Schools
 - h. Enfield Middle S.T.E.A.M. Academy in Halifax County Schools
 - i. Grandview Middle in Hickory City Schools
 - j. Harnett Central Middle in Harnett County Schools
 - k. Harry M. Arndt Middle School in Catawba County Schools
 - l. Jacobs Fork Middle in Catawba County Schools
 - m. Lake Norman Charter
 - n. Maiden Middle School in Catawba County Schools
 - o. Mill Creek Middle School in Catawba County Schools
 - p. Newton-Conover Middle in Newton-Conover City Schools
 - q. Reaching All Minds Academy
 - r. River Bend Middle in Catawba County Schools
 - s. Rocky Mount Prep

- t. Success Institute Charter
 - u. United Community
 - v. VERITAS Community
 - w. Weldon Middle in Weldon City Schools
 - x. William R. Davie Middle S.T.E.M. Academy in Halifax County School
- 2) Programs must use rigorous data assessments of student success to support middle school students who continue to struggle with reading, including students who suffered learning loss due to the COVID-19 pandemic.

PLASMA GAMES GRANT PROGRAM – (PRC 258)

PROGRAM REPORT CODE: 258
UNIFORM CHART OF ACCOUNTS CODE: 1-XXXX-258-XXX
STATUTORY REFERENCE: [SL 2023-134 Section 7.69](#)

TYPE: Dollars

TERM: July 1 to June 30

PURPOSE: To provide funds to contract with Plasma Games, Inc., for the use of educational software to be used in science, technology, engineering, and math (STEM) and career and technical education (CTE) courses.

ELIGIBILITY: A public school unit may apply to receive funds in a competitive process.

FORMULA: Competitive grant; Awards will not exceed \$60 per 10th grade ADM per PSU.

Priority consideration shall be given to eligible PSUs that participated in the pilot program and are actively utilizing 80% of the license grants as of October 1, 2023. These PSUs include Beaufort, Burke, Columbus, Dare, Edgecombe, Elizabeth City/Pasquotank, Franklin, Gaston, Harnett, Haywood, Hyde, Pitt, Robeson, Sampson, Scotland, Surry, Tyrrell, Wake, Watauga, Wilson, and Yadkin County Schools, and Henderson Collegiate.

SPECIAL PROVISIONS:

- 1) PSUs shall submit their application to NCDPI by January 15, 2024, and October 1 of each year thereafter that funds are available.
- 2) Funds shall be used for licensing fees for the educational software, Plasma Games' operating costs, and for implementation of the grant by the public school units.

STOP ARM ENHANCEMENT FUNDS – (PRC 087)

PROGRAM REPORT CODE: 087
UNIFORM CHART OF ACCOUNTS CODE: 6550-087-XXX
STATUTORY REFERENCE: [SL 2013-360](#)
[SL 2023-134](#)

TYPE: Dollars

TERM: July 1 to June 30

PURPOSE: Provides funding for school bus stop arm enhancements from purpose-specific funding.

ELIGIBILITY: Each LEA or PSU is eligible for funding.

FORMULA:

- 1) Funds are allotted to each of the 115 LEAs which request funds to procure and install stop arm violation camera systems to a maximum of \$3,000 per system. Funds remaining after allocating two systems per requesting LEA will be provided to those LEAs requesting additional systems based on those LEAs with a lower proportion of their school bus fleet currently equipped with these systems.
- 2) Funds are allotted to PSUs with school buses which apply and are awarded competitive grant funds to procure enhanced school bus stop arms. The State Superintendent shall approve the awards prior to allocation.

SPECIAL PROVISIONS:

- 1) Eligible costs are for equipment and equipment installation.
- 2) Qualifying stop arm camera systems must document violations for use in prosecution and therefore qualifying systems must attempt the capture of images to identify the driver of the vehicle committing the violation.
- 3) Enhanced school bus stop arm applications shall include and awards will consider:
 - a. Type of number of stop signal additions, updates, or replacements proposed
 - b. Number of bus routes or stops known to pose a significant safety risk
- 4) Qualifying enhanced school bus stop arms include:
 - a. Extended mechanical stop signal. – A mechanical stop signal that is a minimum of 60 inches away from the side of the school bus when extended, whether operated independently or in conjunction with a shorter mechanical stop signal.

- b. Illuminated mechanical stop signal. – A mechanical stop signal that is illuminated with a light-emitting diode (LED) light source.
- 5) For any technology not currently provided on school buses in State Term Contract 071C or listed in allowed alterations of school bus equipment in State Board of Education Policy TRAN-005, LEAs must agree to pilot the technology and provide data on its safety and efficacy compared to existing systems and any other data requested.
- 6) Funds cannot be transferred in to or out of this PRC.

TEACHER APPRENTICE GRANT PROGRAM – (PRC 252)

PROGRAM REPORT CODE: 252
UNIFORM CHART OF ACCOUNTS CODE: 1-XXXX-252-XXX
STATUTORY REFERENCE: G.S. 115C-269.31
[SL 2023-134 Section 7.44A](#)

TYPE: Dollars

TERM: July 1 to June 30

PURPOSE: To provide grants to LEAs to award funds for the cost of tuition at an educator preparation program, and salary supplements for teacher apprentices who become teachers in the unit.

ELIGIBILITY: Competitive grants for LEAs only.

FUNDING: Grant recipients shall receive either or both of the items below:

1. Up to four thousand six hundred dollars (\$4,600) per academic semester per eligible teaching apprentice for up to four academic years to cover tuition and fees for part or full time coursework taken while employed in the LEA.
2. Funding for a salary supplement for any eligible teacher apprentice who becomes a licensed teacher and accepts employment in the LEA awarded funding. The funding shall be equal to the difference between the State-funded salary of the graduate and the State-funded salary of a similarly situated teacher with four years of experience on the “A” Teachers Salary Schedule, as long as the teacher remains in the same LEA.

Priority shall be given to schools with need-based considerations which may include low wealth student populations, teacher turnover and vacancy factors.

SPECIAL PROVISIONS:

- 1) LEAs shall provide funding to a teacher apprentice in adherence with the criteria set by DPI. LEAs shall prioritize eligible teacher apprentices who received funding in the previous academic year.
- 2) A local board of education may grant an eligible teacher apprentice academic leave to pursue coursework that may only be taken during working hours.
- 3) Pursuant to G.S. 115C-269.30(c), eligible teacher apprentices shall continue to receive teaching assistant salary and benefits while student teaching in the LEA.

- 4) Recipients shall distribute funding to teacher apprentices if they meet the qualifications pursuant to G.S. 115C-269.32. Funds shall not be used for teacher apprentice base salaries or to support the salaries of interns.
- 5) LEAs participating in the Program shall enter into a memorandum of understanding with the institution of higher education in which an award recipient under the Program is enrolled that includes procedures for at least the following:
 - a) Remittance of the award from the local board of education to the institution of higher education
 - b) Endorsement of the funds awarded to the recipient to the institution of higher education for deposit into the account of the institution
 - c) Return of a pro rata share of funds to the local board of education in the event
 - i) A recipient withdraws from the institution of higher education prior to the end of a term or
 - ii) The recipient's employment with the local board of education is terminatedThe return of funds shall be consistent with procedures used by the institution under federal Title IV programs.
- 6) Funds shall only be used for the purpose of the grant and shall not be transferred out for any other purpose. LEAs are required to fund any other legislative requirements to implement this program from other available funding sources.

RETHINK EDUCATION STIPENDS – (PRC 146)

PROGRAM REPORT CODE: 146
UNIFORM CHART OF ACCOUNTS CODE: 3-XXXX -146-XXX
STATUTORY REFERENCE: N/A
CFDA# 84.425B

TYPE: Dollars
TERM: July 1 to June 30
PURPOSE: To provide payment to participants who successfully complete the Rethink Ed Facilitator Pathway professional development.
ELIGIBILITY: Public school units who employ a participant who completed the professional development program.
FORMULA: The PSU is provided the amount of the stipend and the associated fringe benefits.

SPECIAL PROVISIONS:

- 1) This program is administered through the Department of Public Instruction. PSUs are not required to apply for the funds. Participants eligible for stipends must have successfully completed Rethink Ed professional development, encompassing 40 contact hours, mastery of blended instructional models, successful online course completion, active participation in synchronous sessions and engagement in coaching sessions facilitated by the NCDPI Office of Virtual Instruction Services.
- 2) Funds may only be used for the payment to participants as directed by the Department of Public Instruction.