

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance 2023

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (**March 1 and Sept. 15**). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY24 for each relief fund: ESSER 2.0 and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: Campbell County Schools _____
 Director of Schools (Name): Jennifer Fields _____
 ESSER Director (Name): Pamela Walden _____
 Address: 172 Valley Street Jacksboro, TN 37757 _____
 Phone #: 423-562-8377 _____ District Website: www.campbellcntyschs.tn.schools.bz _____
 Addendum Date: August 24, 2023 _____

| | |
|---------------------------|----------------|
| Total Student Enrollment: | 5,327 for K-12 |
| Grades Served: | PreK - 12 |
| Number of Schools: | 12 |

Funding

| | |
|-------------------------------|-----------------------|
| ESSER 2.0 Remaining Funds: | \$126,044.71 |
| ESSER 3.0 Remaining Funds: | \$4,401,640.77 |
| Total Remaining Funds: | \$4,527,685.48 |

Budget Summary

| | | ESSER 2.0 Remaining Funds | ESSER 3.0 Remaining Funds |
|-------------------|---|---------------------------|---------------------------|
| Academics | Tutoring | 0 | \$91,504 |
| | Summer Programming | 0 | 0 |
| | Early Reading | \$29,940.10 | |
| | Interventionists | 0 | \$380,941 |
| | Other | \$65,084.50 | \$221,779 |
| | Sub-Total | \$95,024.60 | \$694,224 |
| Student Readiness | AP and Dual Credit/ Enrollment Courses | 0 | 0 |
| | High School Innovation | 0 | 0 |
| | Academic Advising | 0 | 0 |
| | Special Populations | 0 | |
| | Mental Health | 0 | \$9,999.50 |
| | Other | \$4,120.75 | \$20,346.96 |
| | Sub-Total | \$4,120.75 | \$30,346.46 |
| Educators | Strategic Teacher Retention | 0 | 0 |
| | Grow Your Own | 0 | 0 |
| | Class Size Reduction | 0 | \$141,356 |
| | Other | 0 | \$101,028 |
| | Sub-Total | 0 | \$242,384 |
| Foundations | Technology | \$23,725 | \$638,098.77 |
| | High-Speed Internet | | |
| | Academic Space (facilities) | | \$2,653,524 |
| | Auditing and Reporting | | \$29,796 |
| | Other | \$3,174.36 | \$113,267.54 |
| | Sub-Total | \$26,899.36 | \$3,434,686.31 |
| Total | | \$126044.71 | \$4,401,640.77 |

Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

To support learning loss, we have continued with added **interventionists** to provide targeted support for students.

Early Reading: We are purchasing supplemental materials to support the ELA curriculum (Benchmark Education ACT Now), in grades K-2.

We will continue with **tutoring** students before and/or after school in ELA to address learning loss during Covid 19.

2. Describe initiatives included in the "other" category.

iReady Universal Screener: To assess students in Reading and Math. The data will be used to help support and determine placement in Tier I, II, or III instruction.

Educational Assistants will provide small group instruction/intervention to students, assist teachers in the classroom, and work with teachers on the overall educational program for groups of and individual students.

Supplies and Materials for intervention teachers will be purchased as needed.

Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

Mental Health: To support student readiness, we are purchasing Social Emotional Learning (SEL) curriculum for grades K-5. This will help school counselors proactively address concerning issues/behaviors while providing support to students in crisis.

2. Describe initiatives included in the "other" category.

Purchase of vital sign machine and stand, pressure cuffs, and trauma backpacks for emergencies, field trips, etc. These will help support health and safety.

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment.

Class Size Reduction: Hiring teachers to lower the teachers/student ratio to support learning loss, close skill gaps and support social distancing.

2. Describe initiatives included in the "other" category.

Substitute Teacher Bonus: A monthly bonus will be offered for subbing more often and subbing on high need days, such as Fridays.

Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district's needs assessment.

To strengthen structural expectations, we are investing in futureproofing our buildings both structurally and technologically. We are upgrading our switches, cables, access points, and ingresses and egresses to double our bandwidth and expand our capabilities to have students on the internet in the buildings at the same time, and to enable our parking lots to be hot spots. Our communications systems are getting an overhaul to add Voice-over IP phones to each school for increased safety and increased ability to communicate effectively with parents. Our buildings will have new roofs installed to make them safe for the next 20 years. Providing structurally sound buildings with high-speed internet and professional communications equipment will help improve attendance and overall academic achievement and growth.

2. Describe initiatives included in the "other" category.

Cleaning supplies, materials, and equipment for all schools. This will provide cleaner schools to promote health for students and staff due to Covid 19. This will assist in increasing attendance for students.

Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

We have purchased and are using Follette software inventory-tracking system. We will also use ePlan invoices to compare budgets, item expenditures, and remaining funds in each category. We will double check by comparing orders to the inventory software. This will include the district and all schools. Information to the community will be reported in school meetings, community meetings, newsletters, and various forms of social media and technology.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

Additional staff has been added, such as: interventionists, educational assistants, and teaches. Tutoring is offered in Elementary and Middle Schools. Supplemental academic materials have been purchased to address learning loss in core academic subjects to address learning loss and support growth and achievement for students.

Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

Parent visitation twice a year to inform and update parents of ESSER progress and information. The district has purchased and implemented a new website that integrates with a communication tool. This allows the district to provide updates to parents on the progress and expenditure of ESSER funds. Parent engagement meetings and Title I meetings are used to disperse ESSER information, also. Open surveys are present on the district website.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

Meetings with parents, such as: individual parent meetings, school level parent involvement meetings, district wide parent visitation (twice a year), and annual title one meeting.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

As we are a district with minimal diversity, we give all stakeholders the opportunity to be a part of the plan development and revisions.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

We used surveys, individual school meetings, parent involvement meetings, and parent visitation as multiple modes of parent engagement.

**FY24 ESSER 2.0 Application Board Approval
School Year 2023-24**

Due October 1, 2023

| | |
|---|--|
| LEA #: #070 | LEA Name (Legal Name of Agency): Campbell County Schools |
| LEA Legal Mailing Address: | |
| Street Address: <u>172 Valley Street</u> | |
| City: <u>Jacksboro</u> State: <u>TN</u> Zip: <u>37757</u> | |

The facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are true and correct to the best of my knowledge.

The Board of Education has reviewed and approved this project year's application for filing.

This action is recorded in the official minutes of the Agency's Board meeting held on the date entered below:

September 12, 2023
Board Meeting Date

Director of Schools (Signature)

Board of Education Official (Signature)

Director of Schools (Print Name)

Board of Education Official (Print Name)

September 12, 2023
Date Signed

September 12, 2023
Date Signed

CAMPBELL COUNTY
2023-24 Differentiated Pay Plan

- Hard-to-Staff
- Instructional Roles
- Performance
- Alternative Salary Schedule

Hard to Staff (School, Subject, or Placement)

N/A

Instructional Roles or Responsibilities

Description Full-Time Academic Coach (11) - The district will offer bonus pay (stipend) for academic coaches who participate in training with the Ayers Institute and model research-based best practices in Tier I instruction on foundational literacy and math skills and integration of skills across the curriculum.
Number of Unique Roles: 5 or more

Eligibility Criteria Certified in content/grade area
 Years of experience
 Advanced degrees

Compensation Type and Size Full-Time Academic Coach (11) x \$2,700.00

Reach 1

Estimated Cost \$29,700

Performance

N/A

Alternative Salary Schedule

Is the district implementing an alternative salary schedule? No
 Step raises are awarded by years experience and degree advances (MA, MA+45, EDS, ED.D) topping out at 20 years.

Other

Safe Return to In-person Instruction and Continuity of Services Plan Addendum Guidance 2022-2023

LEAs are required to update the Safe Return to In-Person Instruction and Continuity of Services Plan every six months through **Sept. 30, 2023**. Each time, local education agencies (LEAs) must seek public input on the plan and any revisions and must take such input into account. The purpose of the plan is to keep stakeholders informed.

Every LEA should complete the addendum and upload it to ePlan in the LEA document library and post it to the LEA's website (Feb. 15 and Sept. 15). Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

Please consider the following when completing the addendum:

- Ensure the LEA used multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- The LEA must engage the health department in the development and revision of the plan. This is different from providing the health department with COVID-19 numbers.
- Plans must explicitly address every bullet point in Question 3 regarding district policies and strategies.
- Plans require local board approval and public posting.
- LEAs must update the *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account. All revisions must include an explanation and rationale of why the revisions were made.
- All revisions must include an explanation and rationale, with meaningful public consultation and in an understandable format. The American Rescue Plan (ARP) Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Safe Return to In-Person Instruction and Continuity of Services Plan Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through Sept. 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

LEA Name:

Date: September 1, 2023 _____

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

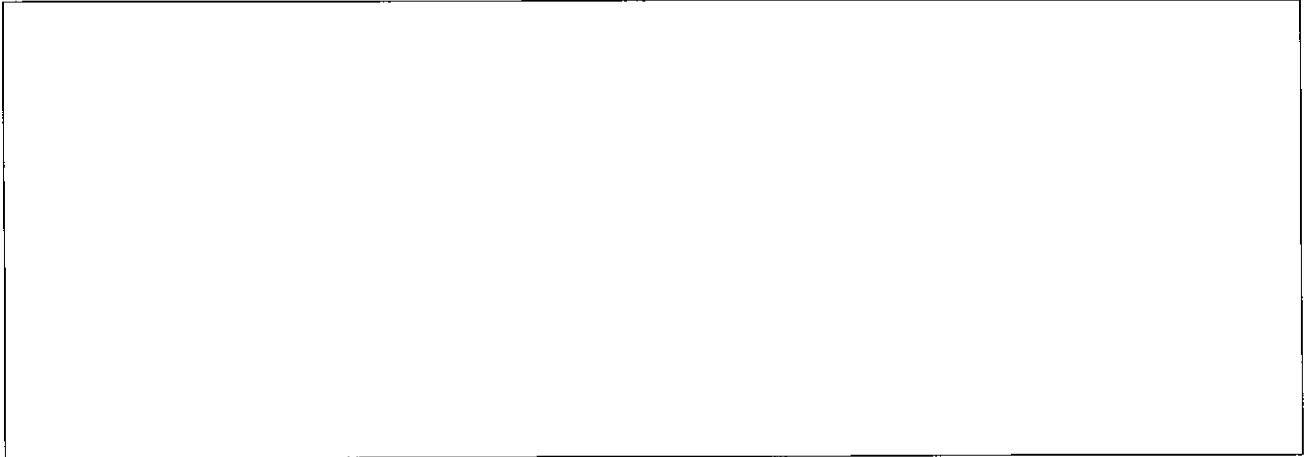
Students were invited to the teacher meeting about ESSER funds. Additionally, Central Office personnel speaks to high school students periodically about the use of ESSER funds. Finally, students were able to participate in the district-wide survey about ESSER. Families were surveyed to acquire input on ESSER funds. School and District administrators were queried about the use of ESSER funds in multiple meetings including a district wide meeting that included local community members. They were also able to participate in the district wide ESSER survey. Teacher organization presidents (AFT, TEA, PET) and teacher representatives were given a special meeting to discuss ESSER funds. Teachers and others who participate in TECCA were given an opportunity to give input into the ESSER spending plan. All of the above were able to take part in the district wide survey.

2. Describe how the LEA engaged the health department in the development of the revised plan.

The local health department has collaborated in this plan through continuous communication between the coordinator of school health (Ernie Clawson) and the county director of health for Anderson and Campbell Counties (Charles Turner). Clawson and Turner are in regular communication, as Clawson provides information and district plans for Turner, who then, provides feedback and approval.

Additionally, Turner provides Clawson with any updates from the CDC, State Health Department, and

any policy or rule change of which we need to be aware. The plan is adjusted as updates from the health department warrants change.



3. Provide the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.

| |
|--|
| <i>Appropriate accommodations for children with disabilities with respect to health and safety policies</i> |
| Appropriate accommodations for children with disabilities with respect to health and safety policies in all IEP meetings, student-placement based on health and safety was given extra consideration. Hand-sanitizer is available in all building entrances, classrooms, bathrooms, and there are stations all around the buildings, especially in high-traffic areas such as common areas, gyms, offices and school buses. |
| <i>Physical distancing (e.g., use of cohorts/podding)</i> |
| Physical distance (e.g., use of cohorts/podding); We have lifted the physical distancing and have reinstated assemblies and school programs at this time. |
| <i>Hand washing and respiratory etiquette</i> |
| Hand washing and respiratory etiquette: All schools have provided training with students on hand washing and respiratory etiquette procedures. |
| <i>Cleaning and maintaining healthy facilities including improving ventilation</i> |
| Cleaning and maintaining healthy facilities: Backpack sprayers were purchased to better sanitize facilities. We work closely with vendors to have high quality products to clean and sanitize bathrooms and other high-traffic areas with backpack sprayers that spray an anti-viral cleaner on all surfaces. Improving Ventilation: We work closely with vendors to have high quality equipment and upgrades to improve our HVAC to combat COVID through the purchase of updated equipment and HEPA filters. |
| <i>Contact tracing in combination with isolation and quarantine</i> |
| Contact tracing has been omitted due to the change in CDC guidelines |
| <i>Diagnostic and screening testing</i> |
| Diagnostic and screening testing: We don't do any diagnostic or screening testing. Instead, the staff and/or students report to school nurse who in turn will send them to the local health department. |
| <i>Efforts to provide vaccinations to educators, other staff, and students, if eligible</i> |
| Efforts to provide vaccinations to educators, other staff, and students, if eligible: We conducted district-wide flu vaccinations for staff and students and will continue to do so in the 2023-2024 school year, under the supervision coordinated school health and Campbell County Health Department. |
| <i>Universal and correct wearing of masks</i> |
| Universal and correct wearing of masks: No masks mandates, however, students and staff are permitted to wear masks, if they choose. |

4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services that address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

Academic needs: Academic supervisors are responsible for keeping a daily check on continuity of services.

Social, emotional, and mental health: School counselors and the counseling supervisor have protocols and processes in place to check on students. Principals are tasked with checking on employees for possible health needs.

Food Services: Nutrition Supervisor is responsible for the continuity of food services.



State of Tennessee Contract Quote Sheet
Issued Under:
SWC 400 Multifunction Devices
Contract #: 62117

QUOTE AND PURCHASE ORDER DOCUMENT

Quote #: BD-398 Date: 8/15/2023

BILL TO: ("Customer")
Customer Name: Campbell County Public Schools
Dept: _____
Contact: _____
Address: _____
City/State/Zip: _____
Phone: _____
Email: _____

SHIP TO: (if different)
Customer Name: _____
Dept: _____
Contact: _____
Address: _____
City/State/Zip: _____
Phone: _____
Email: _____

Auto Toner Contact (if different from above):
Name: _____ **Phone:** _____ **Email:** _____

CSA to Pick Up Current Copier if Completed:
Make: _____ **Model:** _____ **Serial #:** _____

Black & White Group II - Canon iRADVDX4945I (45 CPM)

| Qty | Model Description - Base Configuration | | Monthly Rental Price | Vendor Item ID |
|---|--|----------|----------------------|----------------|
| 1 | Canon iRADVDX4945I MONTHLY RENTAL Cost Per Copy Charges apply | \$ 23.55 | | 5970C002 |
| Equipment Maintenance cost per copy/print includes toner and staples: B/W CPC: \$ 0.0037 | | | | |
| ACCESSORIES (INCLUDED WHEN QUANTITY NOTED): | | | | |
| | HIGH CAPACITY CASSETTE FEEDING UNIT-E1 | \$ 13.06 | | 5555C002 |
| 1 | INNER 2/3 HOLE PUNCHER-D1 | \$ 6.52 | | 4002C002 |
| | UTILITY TRAY-B1 | \$ 0.49 | | 0165C001 |
| | STAPLE FINISHER-AE1 | \$ 12.69 | | 4921C001 |
| | BOOKLET FINISHER-AE1 | \$ 29.33 | | 4922C001 |
| | CASSETTE FEEDING UNIT-AW1 | \$ 6.08 | | 4917C002 |
| | INNER 2WAY TRAY-M1 | \$ 0.50 | | 4034C001 |
| 1 | INNER FINISHER-L1 | \$ 6.33 | | 4000C002 |
| 1 | CABINET TYPE-W | \$ 1.09 | | 5634C001 |
| | 2/3 HOLE PUNCHER UNIT-A1 | \$ 4.11 | | 0126C001 |
| | DADF-BA1 | \$ 4.11 | | 3813C001 |
| 1 | HID CARD SCANNER/FOLLOW ME PRINT | \$ 3.14 | | 3575B678 |
| 1 | TRACKING SOFTWARE | \$ 4.29 | | 3575B436 |
| | SUPER G3 FAX BOARD-BH1 | \$ 7.80 | | 4919C001 |
| THE BELOW ITEMS ARE NOT AVAILABLE ON STATE CONTRACT #62117. CUSTOMER HEREBY ACKNOWLEDGES THE REQUISITE PURCHASING AUTHORITY IS CHAPTER 0690-3-1 OF THE DGS RULES, OR LOCAL PURCHASING REGS. AS APPLICABLE, NOTWITHSTANDING, THESE ITEMS ARE SUBJECT TO THE TERMS OF 62117, WHICH IS CONTROLLING. | | | | |
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TOTAL: \$44.92 - 60 month term

Auto Toner Fulfillment *(Requires use of imageWare Remote)

Effective the date of delivery after receipt of approved purchase order.

Send Signed Purchase Order or Email Acknowledgement to: Canon Solutions America, Inc
 Attn.
 402 BNA Drive, Ste. 360
 Nashville, TN. 37217
 -- OR --
 Fax 615 - Attn.
 Email: @csa.canon.com

Send Payments To: Canon Financial Services, Inc.
 14904 Collections Center Drive
 Chicago, IL 60693

Volunteer Coaches 2023-2024

| CCHS | | Background/ Drug Screen |
|-------------|----------------------|-----------------------------|
| CHEER | Kaylee Welch | 04/2023 |
| FOOTBALL | Chris Honeycutt | 07/2021 |
| | Zachary Rutherford | 07/2022 |
| | Zackary Shelley | 12/2022 |
| SOCCER | Ryann Bryant | 07/2023 |
| | Dustin Davis | 03/2023 |
| | Matt Schroeder | Pending updated |
| VOLLEYBALL | Travis Wormsley | Pending updated |
| JMS | | |
| BASKETBALL | Dewayne Baird | Pending, season not started |
| | Patrick Davis | Pending, season not started |
| | Trevor Huckaby | Pending, season not started |
| | Kristy Osborn | 09/2020 |
| | Chris Smith | 04/2023 |
| | Bo Vinsant | 04/2023 |
| FOOTBALL | Michael Brown | 06/2020 |
| | Brennon Byrge | 05/2020 |
| | Jeremy Goins | 05/2021 |
| | Skylar Kirby | 05/2022 |
| | Zachary Rutherford | 07/2022 |
| VOLLEYBALL | Scott Webb | 04/2021 |
| | Morgan Stanley | 09/2023 |
| JES | | |
| BASKETBALL | Ryne Cummins | 08/2023 |
| | Valorie Marlow | 07/2023 |
| JHS | | |
| CHEER | Ashley Hatifield | 08/2023 |
| VOLLEYBALL | Katie Johnson | 08/2019 |
| WYNN | | |
| CHEER | Elizabeth Williamson | 08/2023 |



BILL LEE
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

LIZZETTE REYNOLDS
COMMISSIONER

Date: July 5, 2023

SFA Name: Campbell County

SFA # 070

SFA UEI: GEDAKXD3RH21

Indirect Cost Rate: N/A

CFDA Name: FY 2023 PEBT LOCAL LEVEL Admin Cost

CFDA No: 10.649

DUNS# 879016251

Period of Performance: October 1, 2022-September 30, 2023

FAIN#: 235TN102S900945

Federal Awarding Agency: United States Department of Agriculture Food and Nutrition Service

This is not a Research & Development Award.

Total Amount Awarded to the State Agency: \$461,403.00

Grant Award Date: May 24, 2023

Total Amount Awarded to the SFA: \$6,180.00

Dear Director,

In addition to the 100 percent funding made available for State Pandemic Electronic Benefit Transfer (P-EBT) administrative costs under Section 4601 of the *Continuing Appropriations Act, 2021 and Other Extensions Act* (P.L. 116-159), Sec. 721 of the FY 2021 Omnibus and COVID Relief and Response Act (P.L. 116-260), allowed these funds to be sub-awarded to local entities, e.g., operators of the National School Lunch (NSLP), School Breakfast (SBP) Programs, and eligible child care facilities to assist with the administrative costs associated with P-EBT. Such entities may include, schools, local agencies of State, and other local units (i.e., subdivision of local government below the State level that have assisted with local P-EBT program delivery). Funds cannot be reimbursed directly to nonprofit or for-profit organizations; however, should one of these organizations enter a contract or other legal funding arrangement with a school, local agency of the State, or other local unit, funding may be provided accordingly, i.e., through the school, local agency of the State, or other local unit. With respect to eligible childcare facilities, this is expected to be a small population, primarily those facilities that are directly associated with schools or units of local government (e.g., school-based childcare).

General procurement standards: The Non-Federal entity must use its own documented procurement

procedures, which reflect applicable State and local laws and regulations provided that procurements conform to applicable Federal law and the standards identified in this section. The Grantee must maintain oversight over contractors to ensure performance in accordance with the terms, conditions and specifications of their contracts or purchase orders, including written performance standards of its employees engaged in the selection, award, and administration of contracts. The non-Federal entity must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. In accordance with 2 CFR 200.318(j), the non-Federal entity may only use time and material type contracts after a determination that no other contract is suitable and if the contract includes a ceiling that the contractor exceeds at its own risk.

Competition: All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 CFR 200.319.

Based on the state agency payment calculation, we are pleased to announce that **Campbell County** has been awarded **\$6,180.00** from the State Pandemic Electronic Benefit Transfer (P-EBT) administrative cost grant for the 2023-24 school year. The award will be provided to the SFA via ePlan. Confirm with your trustee's/finance office receipt of these grant funds.

Records pertaining to this grant shall be retained by the Grantee for a period of three years as required under 7 CFR 253.5(h).

If you have any questions, please contact our office at (800) 354-3663. We look forward to working with you in creating ways to help students develop lifelong, healthy eating habits.

Sincerely,



Bill Byford, State Director of School Nutrition Program

CC: SNP Director
Regional Consultant
Budget/Finance Analyst