

# Introduction to American Rescue Plan Act of 2021:

Other Examples of Eligible Projects  
Targeted to Disproportionately  
Impacted Populations



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Other Programs Targeting Disproportionately  
Impacted Populations

Addressing  
disparities in health  
care

Example: using  
ARP/CLFRF to  
partner with  
nonprofit agency  
that provides  
support services to  
victims of domestic  
and sexual violence

Example: County would like to fund a nonprofit crisis response center that provides advocacy, shelter, and support services to victims of domestic and sexual violence. Can the unit donate funds to cover operations? May the unit partner with the center? Must be a non-profit to be eligible in this instance.

- US Treasury authorizes ARP/CLFRF to fund evidence-based community violence intervention programs
- NC law generally does not allow direct aid to support nonprofit operations and capital
- Nonprofit can become a subrecipient and ARP/CLFRF may be used by nonprofit to serve families from low- income households



# Addressing disparities in health care

## Example: Funding addiction treatment services

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Example: County would like to fund a nonprofit opioid treatment program that is widely respected in the county.

- Authorized in IFR
- Local Management Entities (LMEs) provide substance abuse treatment programs
- LME and county may partner to allow the LME to become the subrecipient and undertake a specific program
- Possible loophole: 160D-1311



## Addressing social disparities

### Example: Fund a mobile food pantry

Example: County would like to fund a mobile food pantry to serve a rural community that will be operated by the Department of Aging through its senior center

- ARPA allows units to fund food assistance programs for those disproportionately impacted by COVID-19
- Authorized by state law: Funding will flow to a county agency to perform an authorized service



# Addressing educational disparities example: an expanding educational nonprofit

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The Youth STEM Center, a local educational nonprofit, operates in a building located in a QCT and offers services and programs to low-income local K-12 students. They can serve even more students with funding to cover student fees, program equipment, supplies and an additional building.

- Eligible for ARP/CLFRF – program equipment, supplies and student fees
- Ineligible/high risk – funding the capital expenses of constructing a new building
- Per IFR and State law, the services and programs in this context must serve residents from low-income households
- This would be a subaward, subject to UG provisions on subrecipients





# Addressing educational disparities example: tutoring services in an afterschool program

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Can LFRF be used to support a public school's existing afterschool program? How about contracting with a non-profit that provides tutoring services?

- What to consider when funding a public school:
  - Are you a city or county? **Cities** have no State law pathway to supplement funding of public education with LFRF (G.S. 160A-700 provides authority to use "unrestricted revenues"). **Counties** have a complicated pathway (can fund per LEA, not per program or at the school level).
- When funding a non-profit/educational entity that is not a public school:
  - ARP/CLFRF support must be provided via a subaward with a non-profit, not a transfer, with ARP/CLFRF payment only lasting through the Treasury-defined encumbrance and spending deadlines.
    - Reminder: per IFR and State law, the services and programs in this context must serve residents from low-income households.



# Addressing social disparities example: using ARP/CLFRF to provide more daycare services

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Example County would like to provide more high-quality daycare opportunities to local families from low-and-moderate-income households. Can ARP/CLFRF cover the cost of building a new space for a daycare? Can ARP/CLFRF support a childcare provider in taking on more clients who have low-to-moderate incomes?

- Funding to daycare to building a new space? Probably not, under State law, a local government cannot generally support the general operating or capital needs of a non-profit.
- A local government can lease public facility space to a non-profit childcare provider for programs to run in the space.
- Local government can build a public facility and transfer it, per G.S. 160A-279, but watch for UG property provisions
- Local government can support non-profit daycare providers to the extent that they serve families from low- or moderate-income households.
- Can also support the low- or moderate-income families directly with assistance payments to attend the daycare.



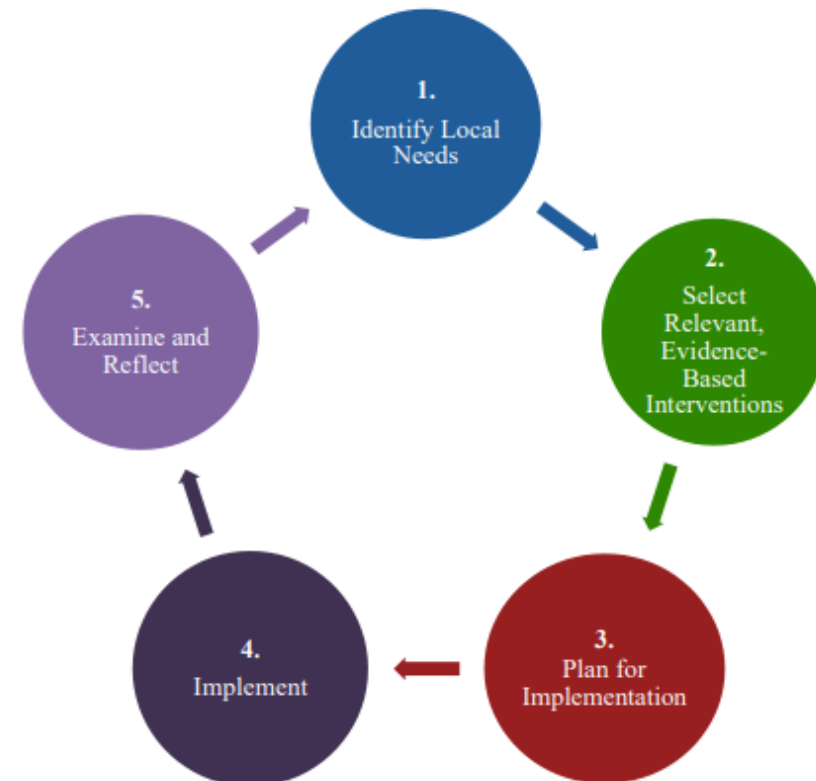


# Quick word on “evidenced-based” for ARP/CLFRF- education projects

- Evidenced-based services and practices come into play in two ways when using ARP/CLFRF to address educational disparities:
  - Eligibility: must be evidenced-based educational services (afterschool or summer program, for example). Applies to a handful of services mentioned in the Interim Final Rule.
  - Reporting: only for those required to complete the Recovery Plan (States, territories, cities and counties with 250,000+ residents), and must describe the evidence base for the interventions.
- Treasury’s definition of evidenced-based is in [Appendix 2 of its Compliance and Reporting Guidance](#).
- Another helpful resource in determining and providing rationale for evidenced-based education projects is the U.S. Department of Education’s guidance [document](#) that offers detailed steps in choosing evidence-based education interventions, how to implement them, and how to measure and evaluate them.

## Part I: Strengthening the Effectiveness of ESEA Investments

Ways to strengthen the effectiveness of ESEA investments include identifying local needs, selecting evidence-based interventions that SEAs, LEAs, and schools have the capacity to implement, planning for and then supporting the intervention, and examining and reflecting upon how the intervention is working. These steps, <sup>i</sup> when taken together, promote continuous improvement and can support better outcomes for students. Links to resources, definitions for *italicized words*, and other relevant information are included in endnotes.



Clipped from [“Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments”](#). U.S. Department of Education. 2016.