



Public Schools of North Carolina

Federal Programs Monitoring and Support

GEER Application Technical Assistance (PRC 169 & PRC 170)

January 2021

Welcome & Introduction

Federal Program Monitoring and Support Division

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Contractors Assisting DPI for GEER Application Review

- Sandy Carlaccini
- Judi Godfrey
- Sue Hatley
- Melanie Rhoads
- Robin Roberson





AGENDA

1 – Welcome & Introductions

2 – Purpose & Overview of GEER Funds (PRCs 169 & 170)

3 – The CCIP Application

- » **Overview**
- » **Sample narratives**
- » **Deadlines**

4 – Changing Plans

5 – ESSER & GEER Monitoring

6 – Questions

CARES Act & GEER Grants: An Overview

CARES Act – Coronavirus Aid, Relief and Economic Security Act of 2020

- ESF – Education Stabilization Fund (Section 18001)
 - GEER Funds – Governor’s Emergency Education Relief Funds (Section 18002)
 - ESSER Funds – Elementary and Secondary Emergency Relief Funds (Section 18003)
 - Managed by FPMS

- CRF – Coronavirus Relief Funds
 - Some managed by DPI, per state legislature
 - None managed by FPMS

For more details, see the COVID-19 Heading at

<https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services>



CARES Act & GEER Grants: An Overview

GEER Funds – Governor’s Emergency Education Relief Funds (Section 18002)

- PRC 169 – Specialized Instructional Support Personnel for COVID-19
 - Physical and mental **health support** services for students
 - Education Corps contracts for some LEAs

- PRC 170 – Supplemental Instructional Services
 - Supplemental **instructional** services for support **academic needs**

Allotment Policy Manual

<https://files.nc.gov/dpi/documents/fbs/apm-20-21-covid-manual-1204-2020.pdf>



CARES Act & GEER Grants: An Overview

Dollar Amounts Provided to LEAs in NC

\$440M	PRC 050	Title I
\$360M	PRC 163	ESSER Grant
\$40M	PRC 169	GEER grant for health support
\$20M	PRC 170	GEER grant for academic needs



Online Information Resources

Web pages

[DPI Main Web Page](#)

[DPI Financial and Business Services](#)

[Chart of Accounts & Supporting Documents](#)

[Allotment Policy Manual for COVID grants](#)

[DPI Equitable Services Web Page](#)

[NC Dept of Admin Division of Non-Public Schools Directory](#)



Basic Info at Top of Grant Details

Grant Details

A.C.E. Academy (13C) Charter District - FY 2021 - Governor's Emergency Education Relief (GEER) - Rev 0 - GEER Specialized Instructional Support Personnel (PRC169)

Go To 

Specialized Instructional Support Personnel for COVID-19 Response for Student Health (PRC 169)

To provide funding for employing or contracting with specialized instructional support personnel to provide physical and mental health support services for students in response to COVID-19, including remote and in-person services.

Total Specialized Instructional Support Personnel for COVID-19 Response (PRC 169) Allocation for 2020-2021:	\$	<input type="text"/>
Number of students being served in PSU:	*	<input type="text"/>
Estimated number of at-risk students being served in PSU:	*	<input type="text"/>

← Auto-populates

← LEA enrollment

← Anticipated number of students who will benefit from this grant



Grant Detail #1, PRC 169

1. Plans for using PRC 169 for Specialized Instructional Support Personnel (Student Health)

* **Part A: List of funded activities.** In what way(s) will the LEA use PRC 169 funds to employ or contract with specialized instructional support personnel to provide physical and mental health support services for students in response to COVID-19, including remote and in-person services? The term "specialized instructional support personnel" shall refer to school counselors, school nurses, school psychologists, school social workers, and "school nurse extenders," such as a licensed practical nurse (LPN) or certified nurse assistant (CNA) working under the direction of a registered nurse (RN), as defined by the NC Department of Health and Human Services.

List activities.

* **Part B: Measurements of Effectiveness.** For evaluating the effectiveness of the activities described above, what metrics will be tracked (for example: attendance, health concerns, discipline, academic achievement, climate survey results, compliance with health protocols, etc.)? For each metric, please identify a general timeline or frequency for initial measurement and subsequent measurement(s). It is only necessary to identify what will be measured and when. Please do not provide specific data in this narrative.

..what will be measured and when..

Grant Detail #1A, PRC 169 – Sample Response

Part A: List of funded activities. In what way(s) will the LEA use PRC 169 funds to employ or contract with specialized instructional support personnel to provide physical and mental health support services for students in response to COVID-19, including remote and in-person services? The term "specialized instructional support personnel" shall refer to school counselors, school nurses, school psychologists, school social workers, and "school nurse extenders," such as a licensed practical nurse (LPN) or certified nurse assistant (CNA) working under the direction of a registered nurse (RN), as defined by the NC Department of Health and Human Services.

Our LEA will hire an additional registered school nurse to increase the capacity of our existing staff during the pandemic, starting in February 2021. The school nurse will perform contact tracing, conduct student health screenings and facilitate compliance with health protocols by school staff and students.



Grant Detail #1A, PRC 169 – Sample Response

Part A: List of funded activities. In what way(s) will the LEA use PRC 169 funds to employ or contract with specialized instructional support personnel to provide physical and health services in response to COVID-19, including but not limited to: school nurses, school psychologists, instructional support personnel, such as a licensed nurse practitioner, or other personnel working under the supervision of a licensed professional, as defined by the NC Department of Health and Human Services.

For PRC 169, these individuals must be licensed in their fields.

Our LEA will hire an additional registered school nurse to increase the capacity of our existing staff during the pandemic, starting in February 2021. The school nurse will perform contact tracing, conduct student health screenings and facilitate compliance with health protocols by school staff and students.

Grant Detail #1B, PRC 169 – Sample Response

Part B: Measurements of Effectiveness. For evaluating the effectiveness of the activities described above, what metrics will be tracked (for example: attendance, health concerns, discipline, academic achievement, climate survey results, compliance with health protocols, etc.)? For each metric, please identify a general timeline or frequency for initial measurement and subsequent measurement(s). It is only necessary to identify what will be measured and when. Please do not provide specific data in this narrative.

- Student and staff attendance (monthly review by senior admin staff)
- Compliance with health protocols (logged daily by nurses, reported to admin)
- Individual COVID-related health issue (logged in real time on a spreadsheet, reviewed daily by admin).

Grant Detail #2, PRC 169 – Checkboxes

2. Special Provisions: Check all provisions to identify an understanding of PRC 169 terms.

* For this allotment, the term "specialized instructional support personnel" shall refer to school counselors, school nurses, school psychologists, school social workers, and "school nurse extenders," such as a licensed practical nurse (LPN) or certified nurse assistant (CNA) working under the direction of a registered nurse (RN), as defined by the NC Department of Health and Human Services.

* The 2019-20 allotted ADM shall be used for PSUs, the 2019-20 funded ADM shall be used for other eligible public school units. For PSUs without a 2019-20 funded ADM, the 2020-21 projected ADM shall be used.

* Funds shall be used to employ or contract with fully and/or provisionally licensed specialized instructional support personnel to provide physical and mental health supports to students.

* Funds shall not be transferred into or out of this allotment category.

* Funds shall not supplant existing federal and state funds.



Grant Detail # 3, Equitable Services

3. Equitable Services from PRC 169


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

Charter or Lab School (Skip the remainder of Question 3)

A district with no private schools located within its attendance area. (No consultation forms are required.)

A district with one or more private schools located within its attendance area. (One Private School Affirmation form for each private school must be uploaded to the GEER Related Documents page after the consultations have been completed. The Private School Affirmation form covers both PRC 169 and PRC 170. This step is not required prior to submitting the application.)

Documents

Type	Document Template	Document/Link
GEER Private School Affirmation Form for GEER Equitable Services (PRC 169 & PRC 170) [Upload up to 1 document(s)]	 Private School Affirmation for GEER Equitable Services	

B. Select one response for each of the statements below, if the initial private school consultations have been conducted. Otherwise, skip 3B.

1) One or more low-income students who live in a Title I-A served enrollment zone or a comparably served enrollment zone in this district attend a private school that has accepted PRC 169 equitable services but is in a different district:

Yes No or Not Applicable

2) One or more private schools located in this district have accepted PRC 169 equitable services and enroll low-income student(s) living in a Title I-A served enrollment zone or a comparably served enrollment zone of a different district:

Yes No or Not Applicable

If YES is checked for either statement B1 or B2, above, the district attests that collaboration with other districts involved has and will continue to occur to ensure that appropriate equitable services from PRC 169 are provided to eligible students.



Grant Detail # 3, Equitable Services

3. Equitable Services from PRC 169


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

Charter or Lab School (Skip the remainder of Question 3)

A district with no private schools located within its attendance area. (No consultation forms are required.)

A district with one or more private schools located within its attendance area. (One Private School Affirmation form for each private school must be uploaded to the GEER Related Documents page after the consultations have been completed. The Private School Affirmation form covers both PRC 169 and PRC 170. This step is not required prior to submitting the application.)

Documents

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Yes No or Not Applicable

2) One or more private schools located in this district have accepted PRC 169 equitable services and enroll low-income student(s) living in a Title I-A served enrollment zone or a comparably served enrollment zone of a different district:

Yes No or Not Applicable

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Grant Detail # 3, Equitable Services


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Documents		
Type	Document Template	Document/Link
GEER Private School Affirmation Form for GEER Equitable Services (PRC 169 & PRC 170) [Upload up to 1 document(s)]	 Private School Affirmation for GEER Equitable Services	

B. Select one response for each of the statements below, if the initial private school consultations have been conducted. Otherwise, skip 3B.

1) One or more low-income students who live in a Title I-A served enrollment zone or a comparably served enrollment zone in this district attend a private school that has accepted PRC 169 equitable services but is in a different district:

Yes No or Not Applicable





2) One or more private schools located in this district have accepted PRC 169 equitable services and enroll low-income student(s) living in a Title I-A served enrollment zone or a comparably served enrollment zone of a different district:



Yes No or Not Applicable

If YES is checked for either statement B1 or B2, above, the district attests that collaboration with other districts involved has and will continue to occur to ensure that appropriate equitable services from PRC 169 are provided to eligible students.









Related Documents

Required Documents		
Type	Document Template	Document/Link
GEER Debarment Certification [Upload 1 document(s)]	 GEER Debarment Certification	 Debarment Certification
GEER Statement of Assurances [Upload 1 document(s)]	 GEER Statement of Assurances	 Statement of Assurances





Optional Documents		
Type	Document Template	Document/Link
GEER Private School Affirmation Form for GEER Equitable Services (PRC 169 & PRC 170) [Upload up to 1 document(s)]	 Private School Affirmation for GEER Equitable Services	 Affirmation of Consultation and Agreement with Private School Officials
GEER Other Collaborative Agreement(s) with external organization(s) [Upload up to 1 document(s)]	N/A	



Related Documents

Required Documents		
Type	Document Template	Document/Link
GEER Debarment Certification [Upload 1 document(s)]	 GEER Debarment Certification	 Debarment Certification
GEER Statement of Assurances [Upload 1 document(s)]	 GEER Statement of Assurances	 Statement of Assurances

Optional Documents		
Type	Document Template	Document/Link
GEER Private School Affirmation Form for GEER Equitable Services (PRC 169 & PRC 170) [Upload up to 1 document(s)]	 Private School Affirmation for GEER Equitable Services	 Affirmation of Consultation and Agreement with Private School Officials
GEER Other Collaborative Agreement(s) with external organization(s) [Upload up to 1 document(s)]	N/A	

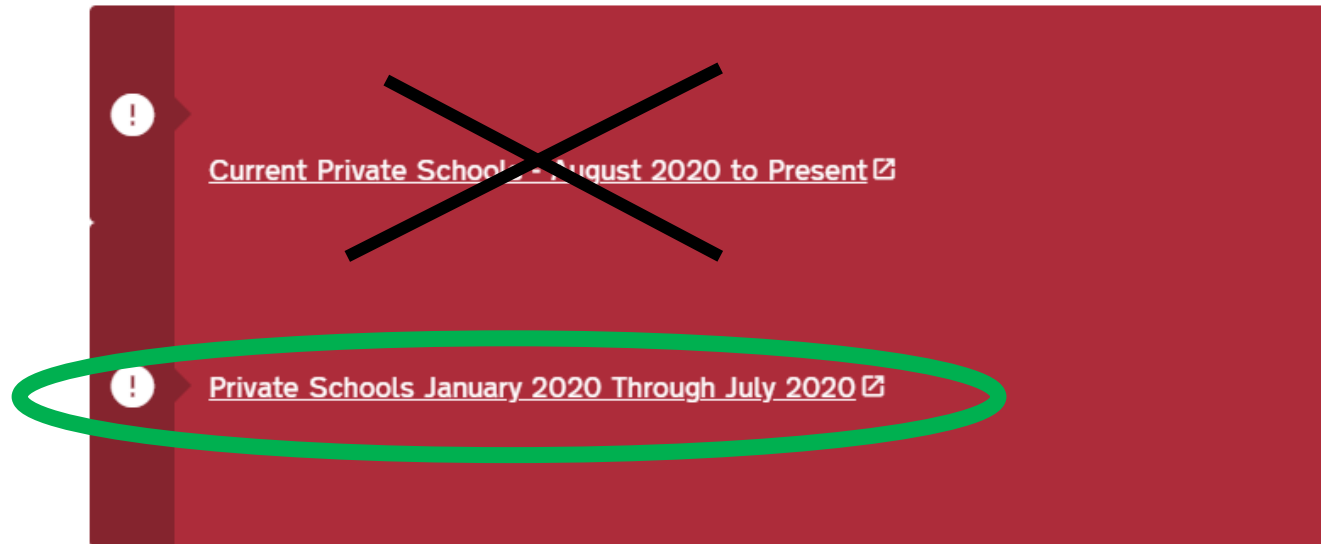
Related Documents

Required Documents		
Type	Document Template	Document/Link
GEER Debarment Certification [Upload 1 document(s)]	 GEER Debarment Certification	 Debarment Certification
GEER Statement of Assurances [Upload 1 document(s)]	 GEER Statement of Assurances	 Statement of Assurances

Optional Documents		
Type	Document Template	Document/Link
GEER Private School Affirmation Form for GEER Equitable Services (PRC 169 & PRC 170) [Upload up to 1 document(s)]	 Private School Affirmation for GEER Equitable Services	 Affirmation of Consultation and Agreement with Private School Officials
GEER Other Collaborative Agreement(s) with external organization(s) [Upload up to 1 document(s)]	N/A	

Affirmation Form

North Carolina Directory of Non-Public Schools - Conventional Schools Edition



The Non-Public School General Information is updated each June for the school year just concluded.

Non-Public School General Information:



Affirmation Form

Affirmation of Notification, Invitation & Consultation for Equitable Services
to Non-Profit Private Schools in North Carolina
for CARES Act GEER Funds: PRC 169 & PRC 170

This form should be shared with the private school during consultation, not as part of the invitation to consult.

School:	Phone:				
Email, if available:	Contact (optional):				
District (where school is located):					
<p>SECTION A: The private school official checks one and only one box.</p> <p>A-1 <input type="checkbox"/> THE PRIVATE SCHOOL NAMED ABOVE HEREBY AFFIRMS that</p> <ul style="list-style-type: none"> a. it has been consulted, in a timely and meaningful way, by the local District named above regarding the availability of equitable services for the upcoming academic year; b. the "Summary of Topics and Assurances for the Provision of Equitable Services" was provided and explained to the Private School by the District as a part of the consultation and c. the selections made in SECTION B (below) are based on the consultation. <p><u>OR</u></p> <p>A-2 <input type="checkbox"/> THE PRIVATE SCHOOL NAMED ABOVE HEREBY ASSERTS that one or more of the three conditions listed above <u>have not been met</u>. Complaints or concerns may be filed with the Equitable Services Ombudsman at NCDPI (984-236-2797).</p>					
<p>SECTION B: 1- The District indicates which grants it does <u>not</u> receive by checking "Not applicable." 2- Only the private school official may check "Accept" or "Decline" to indicate their choices.</p> <table border="1"> <tr> <td>Specialized Instructional Support Personnel - PRC 169</td> <td>Supplemental Instructional Services - PRC 170</td> </tr> <tr> <td> <input type="checkbox"/> Accept <input checked="" type="checkbox"/> Decline <input type="checkbox"/> Not applicable </td> <td> <input type="checkbox"/> Accept <input checked="" type="checkbox"/> Decline <input type="checkbox"/> Not applicable </td> </tr> </table>		Specialized Instructional Support Personnel - PRC 169	Supplemental Instructional Services - PRC 170	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Decline <input type="checkbox"/> Not applicable	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Decline <input type="checkbox"/> Not applicable
Specialized Instructional Support Personnel - PRC 169	Supplemental Instructional Services - PRC 170				
<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Decline <input type="checkbox"/> Not applicable	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Decline <input type="checkbox"/> Not applicable				
<p>SECTION C: Agreement (Private school official must provide signature by hand, not electronically.)</p> <p>The private school official hereby agrees to accept or decline services, as indicated in Section B above. Additionally, any decision to accept services is based on the understanding that the private school</p> <ul style="list-style-type: none"> a. is a non-profit private school, b. will provide information requested by public school officials to allow for timely calculation of proportionate share, c. will engage in ongoing consultation to allow the public school officials, from the local district listed above and/or any other district(s) responsible for contributing services, to implement and assess services that are equitable with respect to eligible private schools and students. <table border="1"> <tr> <td>Name of Private School Official (print):</td> <td>Hand Signature of Private School Official:</td> <td>Date Signed:</td> </tr> </table>		Name of Private School Official (print):	Hand Signature of Private School Official:	Date Signed:	
Name of Private School Official (print):	Hand Signature of Private School Official:	Date Signed:			
<p>SECTION D: <u>If and only if</u> the private school official did <u>not</u> complete Sections A, B & C, the District must check this box.</p> <p><input type="checkbox"/> THE DISTRICT HEREBY AFFIRMS and has documented that the Private School was notified of the availability of the above-listed federally funded equitable services and was invited to consult, but the school:</p> <ul style="list-style-type: none"> a. actively declined the invitation to consult, b. did not respond to the invitation despite the timely and circumstances being documented by the District, c. did not consult despite accepting the invitation or d. declined to complete Sections A, B & C despite initially engaging in consultation. 					
<p>SECTION E: The District official's hand signature is required in all cases. Sign by hand, not electronically.</p> <table border="1"> <tr> <td>Name of District Official:</td> <td>Signature of District Official:</td> <td>Date Signed:</td> </tr> </table>		Name of District Official:	Signature of District Official:	Date Signed:	
Name of District Official:	Signature of District Official:	Date Signed:			

A, B and C
completed
by the
private
school.

-OR-

D checked
by district.



Equitable Services

Reminders:

- **This applies to all ESSER and GEER grants, except PRC 167 (E.C.).**
- **Send inter-district student notification to other districts via email w/ cc to private school (by Jan 26).**
- **If you have reason to believe you will be affected by a private school in another district, go ahead and reach out to them now – i.e., no need to wait for notification.**
- **More info about inter-district students is in items 21 & 22 of the June 2019 FAQ on our DPI Equitable Service web page.**



PRC 170

Same layout as PRC 169, except:

- Slightly different prompt (list of activities).
- No more than 10% of PRC 170 funds may be used for resources, materials or devices.
- Some LEAs are using PRC 170 for Education Corps contracts.



Grant Detail #1A, PRC 170 – Sample Response

Part A: List of funded activities. List the PSU's activities to use PRC 170 funds to provide funding for supplemental instructional services to support the academic needs of at-risk students, students in poverty and students with disabilities through additional in-school instructional support. Services may include employing or contracting with instructional personnel, such as certified teachers or teacher assistants; paying stipends for NC Education Corps members; providing tutoring services or after school programming; or purchasing instructional resources, curriculum materials, or devices. No more than **10 percent** of allotted funds may be used for purchasing instructional resources, curriculum materials, or devices.

To ensure students' academic and social-emotional development, we will provide the following

- Tutoring during the school day for K and 1st grade
- Tutoring after school for 2nd and 3rd grades
- Subscriptions to computer-adaptive programs such Freckle Math & Freckle Reading
- Instructional materials to be used in the supplemental program in both reading, math, and social-emotional learning.



Grant Detail #1A, PRC 170 – Sample Response

Part A: List of funded activities. List the PSU's activities ...

To ensure students' academic and social-emotional development, we will provide the following supplemental programming:

- Tutoring during the school day for K and 1st grade
- Tutoring after school for 2nd and 3rd grades
- Subscriptions to computer-adaptive programs such Freckle Math & Freckle Reading
- Instructional materials to be used in the supplemental program in both reading, math, and social-emotional learning.



Grant Detail #1B, PRC 170 – Sample Response

Part B Measurements of Effectiveness. For evaluating the effectiveness of the activities described above, what metrics will be tracked (for example: academic achievement, climate survey results, attendance, discipline, etc.)? For each metric, please identify a general timeline or frequency for initial measurement and subsequent measurement(s). It is only necessary to identify what will be measured and when. Please do not provide specific data in this narrative.

Effectiveness of supplemental instruction in reading and math:

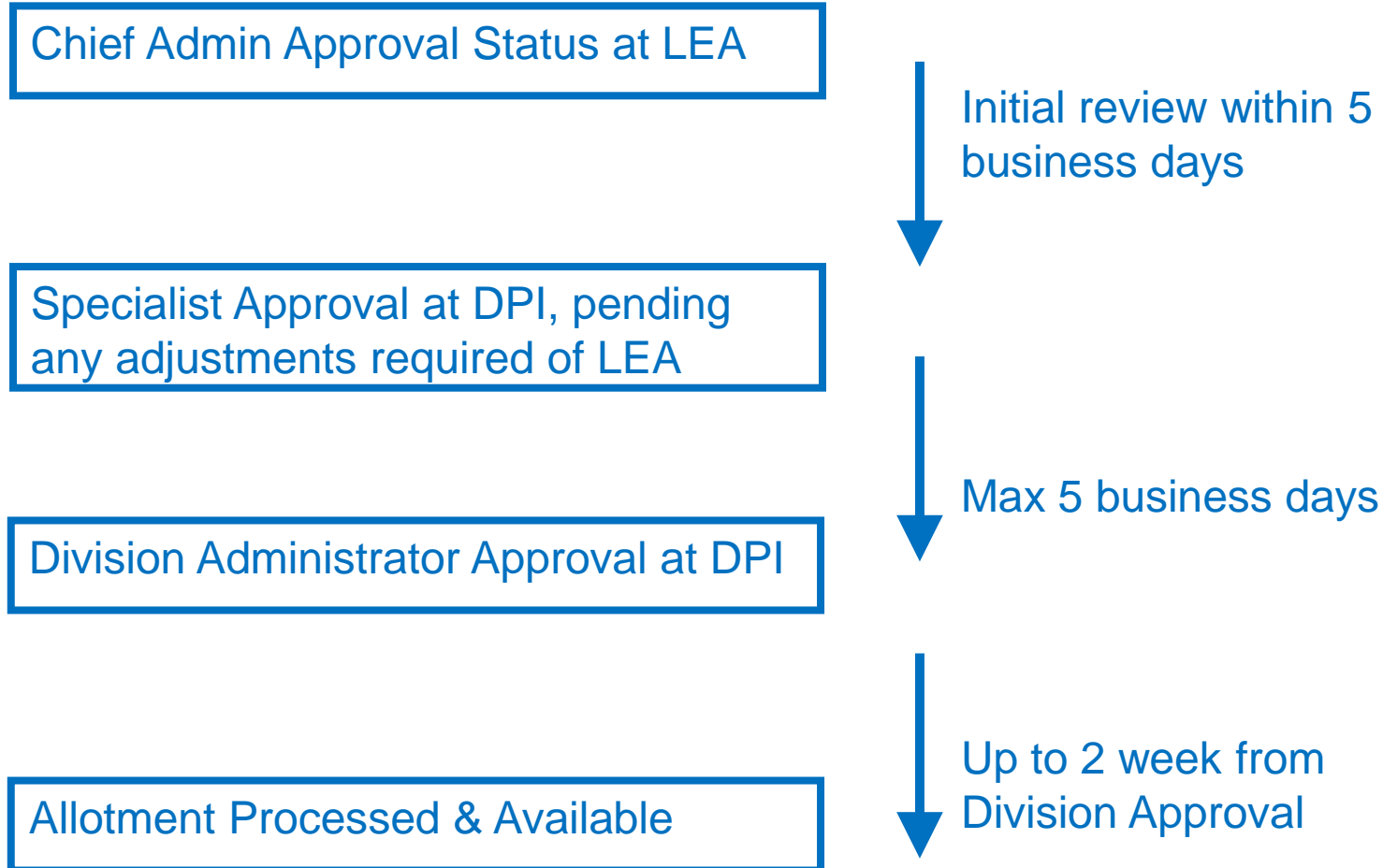
- STAR MOY (Jan 2021) and EOY (May 2021) benchmark results
- Freckle Math & Freckle Reading usage reports for Feb through Apr

Effectiveness of social-emotional learning:

- Student attendance from a baseline in January to the end of May
- Behavior infractions from a baseline in January to the end of May



Timelines for Approval (Our goals)



Timelines for Approval

We will work most efficiently if :

- **Narratives are concise and responsive to the prompt and without unnecessary detail.**
- **Related documents are correct and complete.**
- **The budgets provide the funds to support the described activities.**



Deadlines

- 1/26/21** Notify other districts about possible inter-district students.
- 2/2/21** Finalize private school consultations.
- 3/31/21** Submit PRC 169/170 GEER application in CCIP.
- 9/30/22** Encumber all ESSER/GEER funds.
- 12/31/22** Finish all ESSER/GEER expenditures.



Changing Plans After Implementation Has Begun

If you change your activities, update the reviewer who approved your grant via an email...

- **...when amending the budget**
- **or at any time you are implementing differently from what you've described in your application.**

This applies to all ESSER and GEER grants.



CARES Act Monitoring (All ESSER and GEER Grants)

Monitoring protocols and schedules will be announced soon.

- **Are you implementing the activities you identified in the application and any updates (changes)?**
- **Are you monitoring the effects of those activities as you described?**
- **Are you providing private school outreach and services, as applicable?**
- **Do your budgets support the described activities?**



Questions



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