Elementary and Secondary School Emergency Relief Fund II (ESSER II)

Technical Assistance Session

NC Department of Public Instruction
Office School and Student Advancement
Federal Program Monitoring and Support Division

April 1, 2021
Agenda

• Welcome
• Introduction to ESSER
• Strategic Planning Support
• Application Preparation/Submission
• Implementation
• Sustainability
Welcome

Dr. Robert Taylor
Deputy Superintendent
Office of Student and School Advancement
Welcome

Dr. LaTricia Townsend
Director

Ms. Tina Letchworth
Assistant Director

Federal Program Monitoring and Support Division
Elementary and Secondary School Emergency Relief Fund

ESSER II-PRC 171
- Coronavirus Response and Relief Supplemental Appropriations Act (2021) (CRRSA)
- September 30, 2023
- Summer Learning

ESSER III- PRC 181
- American Rescue Plan Act (2021) (ARPA)
- September 30, 2024
- 20% minimum for Addressing Learning Loss
Elementary and Secondary School Emergency Relief Fund

- **Eligibility:** PSUs that received Title I funds in 2020-21
- **Allocations:** PSUs will receive the same proportion of the ESSER II and III funds that they received for Title I, Part A funds in 2020-21
- **Preliminary Planning Allotments:** These are provided by Financial and Business Services.
- **SBE policy:** Includes allowable uses and formula
  - ESSER II-PRC171 in the COVID Allotment Policy Manual
  - ESSER III- PRC 181 (SBE Agenda 4/8)
Allowable Uses

- Addressing Learning Loss
- Facility Repairs/Improvements to Minimize Virus Transmission
- Improve Air Quality
- Coordination of Preparedness and Response
- Providing Principals/Leaders with Resources
Allowable Uses

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS

IMPROVING PREPAREDNESS AND RESPONSE

TRAINING TO MINIMIZE VIRUS TRANSMISSION

SUPPLIES TO SANITIZE AND CLEAN

LONG-TERM CLOSURE ACTIVITIES
# Allowable Uses

- Education Technology
- Mental Health Services
- Summer Learning
- Other ESSA Eligible Activities
Strategic Planning
Strategic Planning Support

- Office of Learning Recovery
  - Led by Dr. Michael Maher
- Regional Teams
  - Led by Dr. Bev Emory and Regional Directors
- Federal Programs Monitoring and Support
  - Planning Guide
Office of Learning Recovery

Activities and services will include:

- Review of ESSER I applications for Learning Recovery programs and activities
- Convene interested PSUs in order to share lessons learned from ESSER I
- Convene interested PSUs for discussion/support planning for ESSER II & III applications
- Provide technical assistance/support for existing ESSER I or development/implementation of ESSER II & III applications
- Develop an inventory of services/programs related to learning recovery
Regional Team Support

• Regional directors will offer customized support to guide you through strategic planning processes:
  • virtual and in person sessions
  • regional and individual

• Access to key DPI personnel
Strategic Planning Guide

Guided Questions

• What are your district/charter school goals for the next four years?
• What worked well with ESSER I?
• What challenges did you face with ESSER I?
• How can ESSER (I, II, III) funds be used to help accomplish district goals?
• How can ESSER (I, II, III) be used in coordination with other fund sources (local, state, other federal dollars)?
• What will you do to ensure sustainability of your plan?
Application Information
Application Timeline in CCIP

ESSER II-CRRSA
Opens April 1, 2021
Due May 7, 2021*

ESSER III-ARP
Opens April 12, 2021
Due May 7, 2021*

ESSER II Preliminary Planning Allotments-Click Here

ESSER III Preliminary Planning Allotments-Unofficial
## Application Overview

### Funding Applications

This is the TEST site. Please be sure to complete your work on the PRODUCTION site.

<table>
<thead>
<tr>
<th>Entitlement Funding Application</th>
<th>Revision</th>
<th>Status</th>
<th>Status Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARES Act - ESSERF - Exceptional Children Grant</td>
<td>0</td>
<td>NCDPI EC CARES Program Consultant Approved</td>
<td>2/19/2021</td>
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<tr>
<td>Consolidated</td>
<td>1</td>
<td>Chief Administrator Approved</td>
<td>3/5/2021</td>
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<tr>
<td>CRRSA-ESSER II PRC 171</td>
<td>0</td>
<td>Not Started</td>
<td>3/3/2021</td>
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<tr>
<td>CTE Local Application</td>
<td>2</td>
<td>Revision Completed</td>
<td>3/11/2021</td>
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<tr>
<td>Governor's Emergency Education Relief (GEER)</td>
<td>1</td>
<td>NCDPI GEER Division Administrator Approved</td>
<td>3/18/2021</td>
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<tr>
<td>IDEA</td>
<td>1</td>
<td>NCDPI IDEA Program Consultant Approved</td>
<td>11/6/2020</td>
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<table>
<thead>
<tr>
<th>Competitive Funding Application</th>
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<tr>
<td>21st CCLC Summer Mini-Grant 2021</td>
<td>0</td>
<td>Draft Started</td>
<td>2/10/2021</td>
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<tr>
<td>21st Century Community Learning Centers - New</td>
<td>0</td>
<td>Not Started</td>
<td>6/1/2020</td>
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<tr>
<td>Behavior Support</td>
<td>0</td>
<td>Reviewed Approved for Funding by NCDPI Behavior Support Program Consultant</td>
<td>10/6/2020</td>
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<tr>
<td>Community Residential Center Funds</td>
<td>0</td>
<td>Not Started</td>
<td>9/3/2020</td>
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Application Overview

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View Change Log

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<tr>
<td>Create Comment</td>
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<tr>
<td>Allotments</td>
<td>Messages</td>
<td>Print</td>
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<tr>
<td>Allotments</td>
<td>Messages</td>
<td>Print</td>
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<tr>
<td>CRRSA-ESSER II PRC 171</td>
<td>Messages</td>
<td>Print</td>
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<td>Grant Details</td>
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<tr>
<td>Related Documents</td>
<td>Messages</td>
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<td>Contacts</td>
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## Application Overview

### Budget

This is the TEST site. Please be sure to complete your work on the PRODUCTION site.

#### Object Code Details

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Salaries 100</th>
<th>Employer Provided Benefits 200</th>
<th>Purchased Services 300</th>
<th>Supplies and Materials 400</th>
<th>Capital Outlay 500</th>
<th>Total</th>
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<tbody>
<tr>
<td>5000 - Instructional Services</td>
<td>10,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>10,000.00</td>
</tr>
<tr>
<td>6000 - System-Wide Support Services</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>7000 - Ancillary Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>8000 - Non-Programmed Charges</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10,000.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>10,000.00</strong></td>
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</table>

**Adjusted Allocation** | 400,000.00
**Remaining**          | 390,000.00
Application Overview

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<td></td>
</tr>
<tr>
<td>CRRSA-ESSER II PRC 171</td>
<td>Messages</td>
<td>Print</td>
</tr>
<tr>
<td>Budget</td>
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<td>Print</td>
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<td>Messages</td>
<td>Print</td>
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</tbody>
</table>

All
Application Overview

Grant Details

Regular Local School District - FY 2021 - CRRSA-ESSER II PRC 171 - Rev 0 - CRRSA-ESSER II PRC 171

This is the TEST site. Please be sure to complete your work on the PRODUCTION site.

DIRECTIONS: To ensure that the organization's plan for the use of the Elementary and Secondary School Emergency Relief II (ESSER II) funds (PRC 171) as provided by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021 is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER II funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning gaps resulting from the disruption in educational services.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER II funds (PRC 171) as provided by the CRRSA Act selected in Part C.
## Application Overview

### Part C: Allowable Uses

<table>
<thead>
<tr>
<th>Allowable Use</th>
<th>ESSER II Formula Funds will be used to support the Allowable Use area (1000 characters or less and use of bullet points is acceptable)</th>
<th>Timeline (100 characters)</th>
<th>Impact Measures (500 characters)</th>
<th>Total Amount for Each Allowable Use Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDRESSING LEARNING LOSS:</strong> (NEW) Addressing learning loss among students, including low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and meet educators in meeting students’ academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.</td>
<td><em>Yes</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You are not required to spend funds in each of these areas.
Application Overview

• Answer Yes or No
  – Yes-All other fields are required
  – No-Move to next allowable use

• Briefly describe use of funds to be used to support the Allowable Uses

• Timeline

• Impact Measures

• Total Amount for Each Allowable Use
  – Total at bottom of table must equal allocation amount for PSU
## Application Overview

<table>
<thead>
<tr>
<th>FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION:</th>
<th>Yes</th>
<th>No</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(NEW) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPROVE AIR QUALITY:</th>
<th>Yes</th>
<th>No</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(NEW) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COORDINATION OF PREPAREDNESS AND RESPONSE:</th>
<th>Yes</th>
<th>No</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and public health departments and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to Coronavirus.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROVIDING PRINCIPALS/LEADERS WITH RESOURCES:</th>
<th>Yes</th>
<th>No</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Application Overview

| Addressing Unique Needs of Special Populations: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | *Yes* |  |  |  | $ |  |
| Improving Preparedness and Response: Developing and implementing procedures and systems to improve preparedness and response efforts. | *Yes* |  |  |  | $ |  |
| Training to Minimize Virus Transmission: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. | *Yes* |  |  |  | $ |  |
| Supplies to Sanitize and Clean: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. | *Yes* |  |  |  | $ |  |
### Application Overview

**LONG-TERM CLOSURE ACTIVITIES:**
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

| * | Yes | | | Yes/No | | | | $ |

| * | Yes | | | Yes/No | | | | $ |

**EDUCATION TECHNOLOGY:**
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

| * | Yes | | | Yes/No | | | | $ |

| * | Yes | | | Yes/No | | | | $ |

**MENTAL HEALTH SERVICES:**
Providing mental health services and supports.

| * | Yes | | | Yes/No | | | | $ |

| * | Yes | | | Yes/No | | | | $ |

**SUMMER LEARNING:**
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

| * | Yes - If yes, Part D must be completed | | | Yes/No | | | | $ |

| * | Yes - If yes, Part D must be completed | | | Yes/No | | | | $ |
**Application Overview**

<table>
<thead>
<tr>
<th>OTHER ESSA ELIGIBLE ACTIVITIES:</th>
<th></th>
<th></th>
<th></th>
<th>Total ESSER II Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act; the Individuals with Disabilities Education Act; the Adult Education and Family Literacy Act; the Carl D. Perkins Career and Technical Education Act of 2006; or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.</td>
<td>* Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* |  |  |  |  |

Total ESSER II Allotment | $ 0.00 |  |  |  |
Application Overview

Part D: Summer Learning

In the space below, provide a detailed description of the 2021 Summer Program addressing learning loss identified in Part D that will support allowable uses of ESSER II funds as provided by the CRRSA Act. Identify all funding sources (Title I-PRC 050, ESSER I-PRC 183, ESSER II-PRC 171) for the 2021 Summer Program outlining all activities with timeline, staffing requirements, student participation criteria, transportation needs, child nutrition expenses, instructional resources and Personal Protection Equipment (PPE) supplies.

Part E: Assurances

Check all assurances as required to receive ESSER II funds (PRC 171) as provided by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act. I assure that the PSU will:

- Create a budget of reasonable, necessary, and allowable expenditures of ESSER II funds that corresponds to the PSU plan identified in Parts A through D.
- Maintain documentation related to the use of ESSER II funds (PRC 171) as part of the CRRSA Act that may be subject to audit or review.
- Comply with the requirements of section 442 (20 U.S.C. 1233e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
- Funds shall not be transferred into or out of this allotment category.
Application Overview

This is the TEST site. Please be sure to complete your work on the PRODUCTION site.

Application Status: Not Started
Change Status To: Draft Started

View Change Log
Description (View Sections Only View All Pages)

- History Log
  - History Log
  - Create Comment

- Allotments
  - Allotments

- CRRSA-ESSER II PRC 171
  - Budget
  - Grant Details
  - Related Documents

- Contacts
  - Contacts

- Substantially Approved Dates
  - Substantially Approved Dates

- New Applicant Summary
  - New Applicant Summary

All

Validation | Print
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**Required Documents**

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<tr>
<td>Debarment Certification [Upload 1 document(s)]</td>
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**Optional Documents**

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<tbody>
<tr>
<td>Other ESSER II Collaborative Agreement(s) with External Organizations - TEMPLATE NOT PROVIDED [Upload up to 3 document(s)]</td>
<td>N/A</td>
<td><a href="#">Link</a></td>
</tr>
</tbody>
</table>
Next Steps

Conduct Strategic Planning
Complete Application
Obtain Approval
Receive GAN Notification
Implementation
Monitoring & Research

• Research-DPI Office of Learning Recovery
  – Dr. Michael Maher

• Programmatic Monitoring-Federal Programs
  – Dr. LaTricia Townsend

• Fiscal Monitoring
  – Shirley McFadden
Monitoring-Programmatic


Monitoring Elements:

- Element 1: Are the activities being implementing as planned by the LEA and approved by NCDPI?
- Element 2: Are the activities being monitored as described by the LEA?
- Element 3: Does the LEA’s budgets support the described activities?
- Element 4: Is the district providing private school outreach and services, as applicable?*
Monitoring-Programmatic

Activities

• Self-Assessment Survey (All PSUs)
• Monitoring Visit based on Risk Assessment (interviews and document review)

Possible Documents

• Reconciliation reports for most recent month available
• Purchase orders for supplies, materials, subscriptions, etc.
• Contracts or service agreements w/ vendors
• Job descriptions for positions
• General calendars of tutoring events (samples)
• Schedules/calendars for specialists (samples)
• Equitable services consultation meeting agendas*
• Invitations to private schools*
# Monitoring-Programmatic

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>30 days prior to monitoring day</td>
<td>• Notification of monitoring sent to superintendent or board chair</td>
</tr>
<tr>
<td></td>
<td>• Document request and guidelines sent to federal program director</td>
</tr>
<tr>
<td>Between 2 and 5 weeks prior to monitoring day</td>
<td>• Completed survey is due</td>
</tr>
<tr>
<td>Monitoring day</td>
<td>• 90-minute meeting with key LEA staff for the applicable grants; standard questions regarding implementation are guided by the documents and the survey responses</td>
</tr>
<tr>
<td>No more than 30 days after monitoring</td>
<td>• Report with closing letter sent to LEA if no findings; with directions if there are findings</td>
</tr>
<tr>
<td>No more than 30 days after report</td>
<td>• Resolution of findings, if applicable</td>
</tr>
<tr>
<td>Within 2 weeks of resolution</td>
<td>• Closing letter is sent to superintendent or board chair, if applicable</td>
</tr>
</tbody>
</table>
Fiscal Requirements

Compliance Requirements:

2 CFR 200 - Uniform Administrative Requirements, Cost principles, and Audit Requirements for Federal Awards (Uniform Guidance)

Some key requirements to remember:

• Documented procurement procedures (2 CFR 200.302(b)(7), 2 CFR 200.320)
• Allowable costs must be necessary and reasonable and allocable (2 CFR 200.403)
• Full and open competition, when required (2 CFR 200.319)
• Maintain records sufficient to detail the history of procurement (2 CFR 200.318)
Monitoring-Fiscal

NC DPI Monitoring and Compliance Section Staff will incorporate ESSER II funds monitoring into existing annual monitoring activities and plans.

The purpose of these reviews are to ensure:

1. Costs are allowable, and
2. Compliance with Uniform Guidance: Administrative Requirements and Cost Principles

Monitoring processes include a combination of full reviews, desk reviews, and transaction reviews.
## Monitoring-Fiscal

<table>
<thead>
<tr>
<th>Federal Awards in Scope:</th>
<th>Scope of Work:</th>
<th>Selection Process:</th>
<th>Results:</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Reviews</td>
<td>Title I, II, III, IV, V ESSER I &amp; II, GEER, CRF</td>
<td>Allowable Costs Procurement Contracts Equipment Cash Management Related Internal Controls</td>
<td>10-20 Sub-recipients Selection Based on Risk Assessments</td>
<td>Report Follow-up, if applicable</td>
</tr>
<tr>
<td>Desk Reviews</td>
<td>Title I ESSER I &amp; II, GEER, CRF</td>
<td>Allowable Costs Related Internal Controls</td>
<td>10-20 Sub-recipients Selection Based on Risk Assessments</td>
<td>Report Follow-up, if applicable</td>
</tr>
<tr>
<td>Transaction Reviews</td>
<td>ESSER I &amp; II, GEER, CRF</td>
<td>Allowable Costs</td>
<td>Transactions will be randomly selected on a periodic basis</td>
<td>Memo, if deficiency</td>
</tr>
</tbody>
</table>
Federal Reporting

• Federal Reporting

• ESSER I, II, and III are separate
• March 13, 2020-September 30, 2020 (I)
• October 1, 2020-September 30, 2021 (I, II, III)
• October 1, 2021-September 30, 2022 (I, II, III)
• October 1, 2022-September 30, 2023 (I, II, III)

• Office of Learning Recovery
https://covid-relief-data.ed.gov/

**What is the Education Stabilization Fund (ESF)?**

Part of the $2.2 trillion Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Education Stabilization Fund (ESF) allocated $30.75 billion to the U.S. Department of Education to award grants to States (SEAs), districts (LEAs), and Institutions of higher education (IHEs) in response to COVID-19.

### Major Components of the ESF

**$13.2 billion**

**ESSER**

Elementary and Secondary School Emergency Relief

ED awarded ESSER grant funds to State Educational Agencies (SEAs). The SEAs awarded grants to Local Educational Agencies (LEAs) to address the impact of COVID-19 on elementary and secondary schools across the Nation.

**$3 billion**

**GEER**

Governor’s Emergency Education Relief

ED awarded GEER grant funds to States’ Governor’s offices. States decided how to award funds within their state to best meet the needs of students, schools, postsecondary institutions, and other educational organizations affected by COVID-19.

**$14 billion**

**HEER**

Higher Education Emergency Relief

ED awarded HEER grants to Institutions of higher education (IHEs) through several different programs. More than $6 billion is designated for students as emergency financial aid grants to assist with their expenses arising from the disruption of campus operations due to COVID-19.

### Funds Awarded

For the reporting period ending November 30, 2020

<table>
<thead>
<tr>
<th>Awarded</th>
<th>Spent</th>
<th>% Spent</th>
</tr>
</thead>
</table>

[Image showing the distribution of funds across different states and territories.]
Sustainability
ESSER II-CRRSA (PRC 171)
ESSER III-ARPA (PRC 181)

Questions?