



Public Schools of North Carolina

Elementary and Secondary School Emergency Relief Fund II (ESSER II-PRC 172) Supplemental Funding

Technical Assistance Session

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

April 22, 2021

Agenda

- Welcome
- Introduction to ESSER II – PRC 172
- Strategic Planning Support
- Application Preparation/Submission
- Implementation



Welcome



Dr. LaTricia Townsend
Director



Ms. Tina Letchworth
Assistant Director



Mr. Alex Charles
Section Chief

Federal Program Monitoring and Support Division





Public Schools of North Carolina

Overview



Elementary and Secondary School Emergency Relief Fund

ESSER II-PRC 172-Supplemental Funding

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



Elementary and Secondary School Emergency Relief Fund

- **Eligibility:** All LEAs, charter, lab, regional and innovative schools.
- **Formula:** For PSUs that did not receive Title I, Part A funds in 2020-21, an allocation of \$180 per 2020-21 funded ADM. For PSUs that received Title I, Part A in 2020-21, an allocation of \$180 per 2020-21 funded ADM, less the 2021 planning allotment in PRC171. Any PSUs with a PRC 171 planning allotment greater than \$180 per 2020-21 funded ADM shall not receive additional funding nor a reduction.



Elementary and Secondary School Emergency Relief Fund

- **Preliminary Planning Allotment in CCIP.** These are provided by Financial and Business Services.
- **SBE policy:** Includes allowable uses and formula
 - ESSER II-PRC172 in the COVID Allotment Policy Manual



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

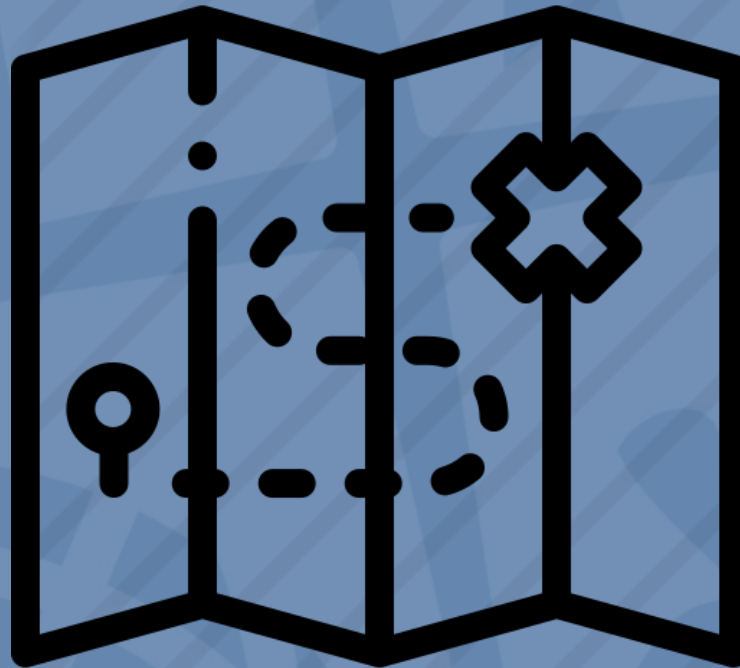
OTHER ESSA ELIGIBLE ACTIVITIES





Public Schools of North Carolina

Strategic Planning



Strategic Planning Support

- Office of Learning Recovery
 - Led by Dr. Michael Maher
- Federal Programs Monitoring and Support
 - Planning Guide



Strategic Planning Guide

Guided Questions

- What are your charter school goals for the next four years?
- What worked well with ESSER I (PRC 163/164)?
- 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?





Public Schools of North Carolina

Application Information



Application Timeline in CCIP



CRRSA

ESSER II-PRC 171

Opened April 1, 2021

Due May 7, 2021*



CRRSA

ESSER II- PRC 172

Opened April 14, 2021

Due May 7, 2021*




ESSER II PRC 171
Preliminary Planning
Allotments-Click Here



ESSER II-PRC 172
Preliminary Planning
Allotments in CCIP



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Funding Applications

2021 ▼ All Active Applications ▼

Entitlement Funding Application	Revision	Status	Status Date
American Rescue Plan Act-ESSER III PRC 181	0	Draft Started	4/19/2021
CARES Act - ESSERF- Exceptional Children Grant	0	NCDPI EC CARES Program Consultant Approved	2/9/2021
Consolidated	1	Revision Started	3/27/2021
CRRSA-ESSER II PRC 171	0	Draft Started	4/7/2021
CRRSA-ESSER II PRC 172 (Suppl Funding for Charters)	0	Draft Started	4/16/2021
Governor's Emergency Education Relief (GEER)	0	NCDPI GEER Division Administrator Approved	3/31/2021
IDEA	2	Revision Completed	4/20/2021

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Sections

Charter District - FY 2021 - CRRSA-ESSER II PRC 172 (Suppl Funding for Charters) - Rev 0

Application Status: Draft Started

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Description (View Sections Only View All Pages)	Validation	Print <input type="checkbox"/> Select Items
All	Messages	Print
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Create Comment		
<input type="checkbox"/> Allotments	Messages	Print
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<input type="checkbox"/> CRRSA-ESSER II PRC 172 (Suppl Funding for Charters)	Messages	Print
Budget	Messages	Print
Grant Details		Print
Related Documents		
<input type="checkbox"/> Contacts	Messages	Print
Contacts	Messages	Print
<input type="checkbox"/> Substantially Approved Dates		Print
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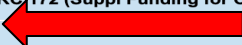
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Budget

Charter District - FY 2021 - CRRSA-ESSER II PRC 172 (Suppl Funding for Charters) - Rev 0 - CRRSA-ESSER II PRC 172 (Suppl Funding for Charters)


Go To ▶

[Download Budget Data] [Expand Budget] [Hide Unbudgeted Categories]						
Object Code Purpose Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Total
5000 - Instructional Services	0.00	0.00	0.00	0.00	0.00	0.00
6000 - System-Wide Support Services	0.00	0.00	0.00	0.00	0.00	0.00
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges			0.00	0.00		0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
Adjusted Allocation						97,964.00
Remaining						97,964.00



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Grant Details

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DIRECTIONS: To ensure that the organization's plan for the use of the Elementary and Secondary School Emergency Relief II (ESSER II) supplemental funds (PRC 172) as provided by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021 is data-driven and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:

☐ LEA will use PRC 172 funds in accordance with the goals and strategies outlined in the LEA's PRC 171 application. If this box is checked, no entries are required in Parts A through D below. However, Part E: Assurances is required.

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 172) as provided by the CRRSA Act selected in Part C.

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DIRECTIONS: To ensure that the organization's plan for the use of the Elementary and Secondary School Emergency Relief II (ESSER II) supplemental funds (PRC 172) 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:

☐ LEA will use PRC 172 funds in accordance with the goals and strategies outlined in the LEA's PRC 171 application. If this box is checked, no entries are required in Parts A through D below. However, Part E: Assurances is required.

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 172) as provided by the CRRSA Act selected in Part C.

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Part C: Allowable Uses

In the table that follows, please indicate which allowable uses from the law you intend to support with ESSER II funds. For each use you intend to support, provide a brief description (1000 characters or less) of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER II funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use 	ESSER II Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER II Formula Funds will be used to support the Allowable Use area (1000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
ADDRESSING LEARNING LOSS: (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 assist 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.	* <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No 				\$



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- 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



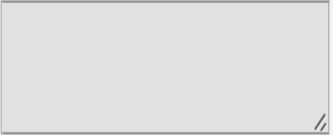
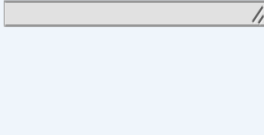
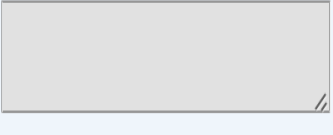

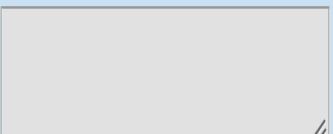
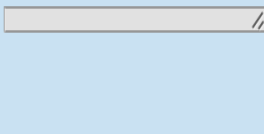
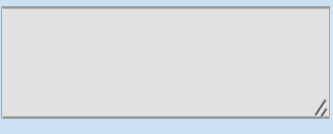
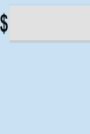
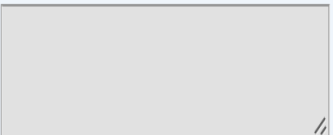
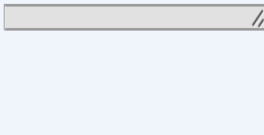
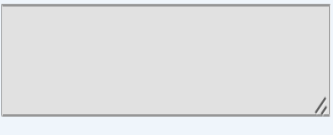
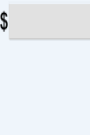
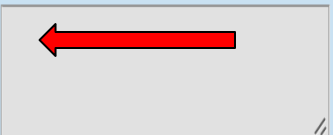
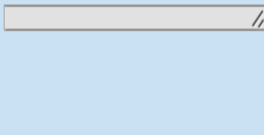
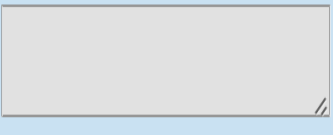
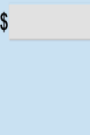
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FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: (NEW) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div>	<div></div>	<div></div>	\$ <div></div>
IMPROVE AIR QUALITY: (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.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div>	<div></div>	<div></div>	\$ <div></div>
COORDINATION OF PREPAREDNESS AND RESPONSE: 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.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div>	<div></div>	<div></div>	\$ <div></div>
PROVIDING PRINCIPALS/LEADERS WITH RESOURCES: Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div>	<div></div>	<div></div>	\$ <div></div>

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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.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div>	<div></div>	<div></div>	\$ <div></div>
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div>	<div></div>	<div></div>	\$ <div></div>
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.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div>	<div></div>	<div></div>	\$ <div></div>
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div>	<div></div>	<div></div>	\$ <div></div>

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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.	* <input type="radio"/> Yes <input type="radio"/> 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.	* <input type="radio"/> Yes <input type="radio"/> No				\$ 
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* <input type="radio"/> Yes <input type="radio"/> 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.	* <input type="radio"/> Yes - If yes, Part D must be completed <input type="radio"/> No				\$ 

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OTHER ESSA ELIGIBLE ACTIVITIES: 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.	* Yes No	<div></div>	<div></div>	<div></div>	\$ <div></div>
<div></div>					Total ESSER II Allotment \$ 0.00



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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 163, ESSER II-PRC 171/172) 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 172) as provided by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act. I assure that the PSU will:

* <input type="checkbox"/>	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.
* <input type="checkbox"/>	Maintain documentation related to the use of ESSER II funds (PRC 172) as part of the CRRSA Act that may be subject to audit or review.
* <input type="checkbox"/>	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* <input type="checkbox"/>	Funds shall not be transferred into or out of this allotment category.



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[Help for Current Page](#)
[Contact NCDPI](#)
[NCCCIP Sign Out](#)

Related Documents

- FY 2021 - CRRSA-ESSER II PRC 172 (Suppl Funding for Charters) - Rev 0 - CRRSA-ESSER II PRC 172 (Suppl Funding for Charters)

[Go To](#)

Required Documents		
Type	Document Template	Document/Link
Debarment Certification [Upload 1 document(s)]	 NC Debarment Certification 2020-2021	

Optional Documents		
Type	Document Template	Document/Link
Other ESSER II Collaborative Agreement(s) with External Organizations - TEMPLATE NOT PROVIDED [Upload up to 3 document(s)]	N/A	

[Letchworth, Tina](#)



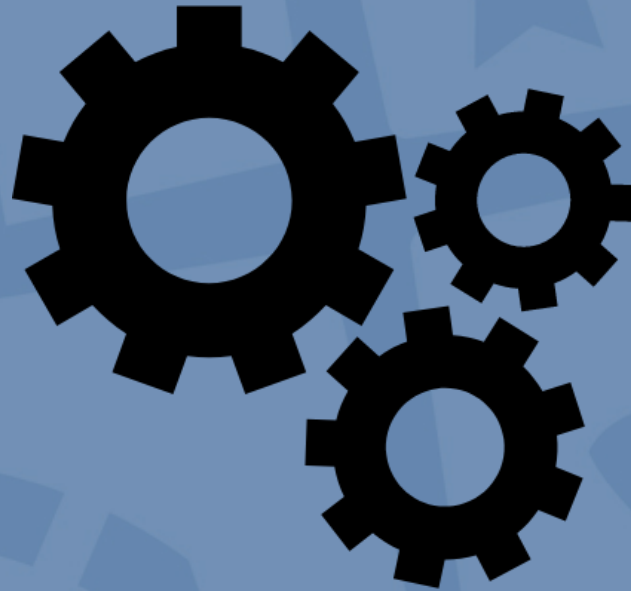
Next Steps





Public Schools of North Carolina

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

CARES (ESSER I & GEER I: PRC 163, 164, 165, 166, 167, 168, 169, 170), CRRSA (ESSER II: PRC 171, 172), ARPA (ESSER III: PRC 181)

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

30 days prior to monitoring day	<ul style="list-style-type: none"> • Notification of monitoring sent to superintendent or board chair • Document request and guidelines sent to federal program director
Between 2 and 5 weeks prior to monitoring day	<ul style="list-style-type: none"> • Completed survey is due
Monitoring day	<ul style="list-style-type: none"> • 90-minute meeting with key LEA staff for the applicable grants; standard questions regarding implementation are guided by the documents and the survey responses
No more than 30 days after monitoring	<ul style="list-style-type: none"> • Report with closing letter sent to LEA if no findings; with directions if there are findings
No more than 30 days after report	<ul style="list-style-type: none"> • Resolution of findings, if applicable
Within 2 weeks of resolution	<ul style="list-style-type: none"> • Closing letter is sent to superintendent or board chair, if applicable



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/>



U.S. DEPARTMENT OF EDUCATION

CARES Act: Education Stabilization Fund

Log In ↗

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) allotted \$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. [More Information](#)

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.

[More Information](#)

\$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.

[More Information](#)

\$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.

[More Information](#)

Funds Awarded

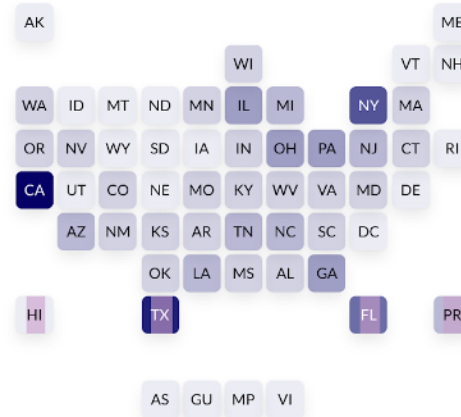
For the reporting period ending November 30, 2020

Awarded Spent % Spent

View Funds by Program

Total **ESSER** GEER HEER

Includes Outlying Area ESF-SEA and ESF-Governor funds



\$0

\$1.6 Billion

Maximum State award



Public Schools of North Carolina



Public Schools of North Carolina

Sustainability





Public Schools of North Carolina

ESSER II-CRRSA (PRC 172)

Questions?