Federal Monitoring and Support Division

July 21, 2022

Agenda

Welcome & Staff Introductions	CCIP Revisions & Updates	Title I-PRC 050
Title II-PRC 103	Title III-PRC 104/111	Title IV-PRC 108

Agenda

RLIS-PRC 109

Migrant Education Program-PRC 051

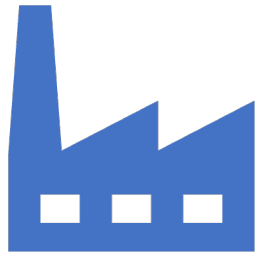Consolidated Related Documents

School Improvement Information

ESSER

FPMS Contact Information

Questions and Next Steps

CCIP Consolidated Timeline FY 2023

Consolidated Application opened June 1, 2022

Consolidated Application due on or before August 31, 2022

Public Schools of North Carolina
State Board of Education | Department of Public Instruction

Funding Applications

Alamance-Burlington Schools (010) Regular Local School District - FY 2022

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[2022 ▾] [All Active Applications ▾]

Entitlement Funding Application	Revision	Status	Status Date
Consolidated	0	Draft Started	4/23/2021
CTE Local Application	0	Draft Started	3/25/2021
IDEA	0	Not Started	3/10/2021

Competitive Funding Application	Revision	Status	Status Date
21st Century Community Learning Centers - New	0	Not Started	3/26/2021
CTE Grade Expansion	0	Draft Completed	4/22/2021
Education and Workforce Innovation Fund (EWIF)	0	Not Started	4/15/2021
McKinney-Vento Homeless Assistance	0	Not Started	5/18/2021

North Carolina Department of
PUBLIC INSTRUCTION

Consolidated Funding Application Sections Page

Sections

Application Status: Not Started

Change Status To: Draft Started

Click Draft Started to begin your application.

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View Change Log

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History Log		Print
Create Comment		
⊟ **Allotments**		Print
Allotments		Print
⊟ **Title IA PRC 050**	Messages	Print
Budget	Messages	Print
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⊟ **Title IIA PRC 103**	Messages	Print
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Allotments Page

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	(1) I-A CFDA: 84.010A	(2) I-D CFDA: 84.013A	(3) II-A CFDA: 84.367A	(4) III-LA CFDA: 84.365A	(5) III-LASI CFDA: 84.365A	(6) I-C CFDA: 84.011A	(7) Title IV-A CFDA: 84.424A	(8) RLIS CFDA: 84.358B	(9) SI CFDA: 84.010A	(10) SRSA091	Total
Allotment	$9,163,824.00	$0.00	$1,123,454.00	$118,530.00	$0.00	$0.00	$676,428.00	$0.00	$0.00	$0.00	$11,082,236.00
Carryover	$3,652,844.14	$0.00	$399,372.14	$27,754.85	$201.08	$0.00	$270,143.45	$0.00	$0.00	$0.00	$4,350,315.66
Total	$12,816,668.14	$0.00	$1,522,826.14	$146,284.85	$201.08	$0.00	$946,571.45	$0.00	$0.00	$0.00	$15,432,551.66

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Budget

- Consolidated - Rev 0 - Title IA

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LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
010	050	0	No	No	1.76 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$3,370,637.00	$6,741,274.00
Carryover Amount:	$1,243,320.88	$1,243,320.88
Allotment Plus Carryover:	$4,613,957.88	$7,984,594.88
Total Budgeted:		$7,984,594.88
Total Remaining:	($3,370,637.00)	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	04/23/2021 16:40 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
4/23/2021 12:40 PM	Received		Admin, NCCCIP			

All ⌄

000 - School Level Expenditures ← Indicates the amount budgeted at the PSU level.

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5320	411	000	00	$2,500.00	$0.00	$2,500.00		
ℹ	Salary	3	5330	135	000	00	$66,000.00	$0.00	$66,000.00		
ℹ	Other	3	5330	180	000	00	$350.00	$0.00	$350.00		
ℹ	Other	3	5330	181	000	00	$7,590.00	$0.00	$7,590.00		
ℹ	Other	3	5330	211	000	00	$5,656.42	$0.00	$5,656.42		
ℹ	Other	3	5330	221	000	00	$16,030.18	$0.00	$16,030.18		
ℹ	Other	3	5330	231	000	00	$6,326.04	$0.00	$6,326.04		
ℹ	Salary	3	5340	121	000	00	$792,600.00	$0.00	$792,600.00		
ℹ	Salary	3	5340	142	000	00	$373,475.44	$0.00	$373,475.44		
ℹ	Other	3	5340	162	000	00	$19,250.00	$0.00	$19,250.00		
ℹ	Other	3	5340	180	000	00	$11,900.00	$0.00	$11,900.00		
ℹ	Other	3	5340	181	000	00	$84,396.36	$0.00	$84,396.36		
ℹ	Other	3	5340	184	000	00	$980.20	$0.00	$980.20		
ℹ	Other	3	5340	211	000	00	$98,119.07	$0.00	$98,119.07		
ℹ	Other	3	5340	221	000	00	$273,894.72	$0.00	$273,894.72		
ℹ	Other	3	5340	231	000	00	$215,085.36	$0.00	$215,085.36		
ℹ	Other	3	5340	312	000	00	$5,000.00	$0.00	$5,000.00		
ℹ	Other	3	5340	333	000	00	$13,600.00	$0.00	$13,600.00		
ℹ	Other	3	5340	411	000	00	$25,303.27	$0.00	$25,303.27		
ℹ	Other	3	6550	331	000	00	$2,500.00	$0.00	$2,500.00		
ℹ	Other	3	8100	392	000	00	$136,609.64	$0.00	$136,609.64		
						Total:	$2,157,166.70	$0.00	$2,157,166.70		

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312 - Drexel Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$36,000.00	$0.00	$36,000.00		
ⓘ	Salary	3	5330	135	000	00	$26,400.00	$0.00	$26,400.00		
ⓘ	Other	3	5330	181	000	00	$2,905.00	$0.00	$2,905.00		
ⓘ	Other	3	5330	211	000	00	$4,995.83	$0.00	$4,995.83		
ⓘ	Other	3	5330	221	000	00	$14,158.12	$0.00	$14,158.12		
ⓘ	Other	3	5330	231	000	00	$9,489.01	$0.00	$9,489.01		
ⓘ	Other	3	5330	232	000	00	$378.77	$0.00	$378.77		
ⓘ	Other	3	5330	332	000	00	$150.00	$0.00	$150.00		
ⓘ	Other	3	5330	411	000	00	$267,280.68	$0.00	$267,280.68		
ⓘ	Other	3	5880	411	000	00	$3,922.06	$0.00	$3,922.06		
						Total:	**$365,679.47**	**$0.00**	**$365,679.47**		

316 - Forest Hill Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Char
ⓘ	Salary	3	5330	121	000	00	$36,000.00	$0.00	$36,000.00	
ⓘ	Salary	3	5330	135	000	00	$18,800.00	$0.00	$18,800.00	
ⓘ	Other	3	5330	181	000	00	$2,562.00	$0.00	$2,562.00	
ⓘ	Other	3	5330	192	000	00	$400.00	$0.00	$400.00	
ⓘ	Other	3	5330	211	000	00	$4,418.79	$0.00	$4,418.79	
ⓘ	Other	3	5330	221	000	00	$12,522.80	$0.00	$12,522.80	
ⓘ	Other	3	5330	231	000	00	$8,856.40	$0.00	$8,856.40	
ⓘ	Other	3	5330	232	000	00	$335.02	$0.00	$335.02	
ⓘ	Other	3	5330	332	000	00	$150.00	$0.00	$150.00	
ⓘ	Other	3	5330	411	000	00	$207,271.19	$0.00	$207,271.19	
ⓘ	Other	3	5880	411	000	00	$2,896.98	$0.00	$2,896.98	
						Total:	**$294,213.18**	**$0.00**	**$294,213.18**	

320 - George Hildebrand Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$36,000.00	$0.00	$36,000.00		
ⓘ	Salary	3	5330	135	000	00	$24,400.00	$0.00	$24,400.00		
ⓘ	Other	3	5330	181	000	00	$1,934.00	$0.00	$1,934.00		
ⓘ	Other	3	5330	192	000	00	$200.00	$0.00	$200.00		
ⓘ	Other	3	5330	211	000	00	$1,700.05	$0.00	$1,700.05		

School Level total Budget amounts must align with Allocations Page to maintain rank order *(unless Pre-K is budgeted at school site level)*

Account Detail

Account Type:	Salary
PRC:	050
Budget/Amendment Number:	0
Budget Item Amount:	$36,000.00

Fund Code	Purpose Code	Object Code	Site Code	Local Code	Field 503 Code	COA Title	DPI Comment
3	5330	121	312	000	00	Remedial & Suppl K-12 - Salary - Teacher	
							0 of 2000 characters

Salary Line Details

Salary Sequence	Salary Type	Standard # of Months		Number of Positions	Percent Employed	Months Employed	Monthly Rate	Salary Amount	Position Justification	DPI Salary Line Item Comment
1	Month	10	Previous	1.00	100.00	10.00	$3,600.00	$36,000.00	Add budget for Title I Reading Specialist.	
			Amended							
			Revised	1.00	100.00	10.00	$3,600.00	$36,000.00		0 of 2000 characters

Grant Details
Title IA (PRC 050)

Consolidated Funding Application Sections Page

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Change Status To: Draft Started

Click Draft Started to begin your application.

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History Log		Print
Create Comment		
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⊟ **Title IIA PRC 103**	Messages	Print
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Sections

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History Log		Print
History Log		Print
Create Comment		
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Allotments		Print
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Set Asides

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Totals

	Carryover	Current Fiscal Year
1. Total Title I Planning Allotment		$ 3,370,637.00
2. Private School Proportionate Share Amount	$ 0.00	$ 0.00
3. Title I Allotment for LEA use	$	$ 3,370,637.00

Set Asides

	Carryover	Current Fiscal Year
4. Administrative (not to exceed 12% of planning allotment)	$	$
5. School Improvement Interventions (CSI/TSI schools)	$	$
5.1 Financial Incentives and Rewards for recruitment and retention for CSI/TSI schools (optional 5% maximum)	$	$
6. Professional Development for Teachers in Title I Schools	$	$
7. Parent and Family Engagement (1% minimum for allotments above $500,000)	$ 100,000.00	$ 33,800.00
8. Homeless Children and Youth Services (Section 1113(c)(3)(A) - comparable to Title I PPA)	$	$ 40,000.00
9. Foster Care Transportation	$	$
10. Early Childhood Programs	$	$
11. Neglected, Delinquent or At-Risk Services	$	$
12. District-Wide Instructional Initiative	$	$
13. Unbudgeted Reserve (not to exceed 10% of planning allotment)		$
14. Total Set Aside	$ 100,000.00	$ 73,800.00

Per Pupil Amount (PPA)

	Amount
15. Title I Allotment Remaining = Line 3 - Line 14	$ 3,296,837.00
16. Carryover/Additional Funds to be available for PPA (optional) - must equal line 4C from grant details	$ 0.00
17. Total Amount Available for School Allocations = Line 15 + Line 16	$ 3,296,837.00
18. Total LEA Number of Low-Income Students	13,720
100% Rule	1.00
19. Minimum PPA	$ 240.29

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Sections

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Description (View Sections Only View All Pages)	Validation	Print □ Select Items
All	Messages	Print
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History Log		Print
Create Comment		
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School Allocations - PPA List - 100% Rule

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School/Attendance Area Allocation

Minimum Per Pupil Amount (PPA) $ -2.92

Organization Code	School/ Attendance Area	Low Income %	Low Income #	PPA	School Alloc	Base Allocation Parent and Family Engagement	Total Amount	Additional Allocations Additional funds from Carryover	Parent and Family Engagement	CSI/TSI from Set Asides	Total School Allocation
			A	B	C	D	E (C x D)	F	G (E + F)	H	I	J	K (G + H + I + J)
010354	Harvey R Newlin Elementary	100.00	657	755.02	496,048.14	6,287.49	502,335.63	46,200.00	2,049.84	0.00	
010364	North Graham Elementary	100.00	375	755.02	283,132.50	3,588.75	286,721.25	0.00	1,170.00	0.00	287,891.25
010326	Eastlawn Elementary	97.49	622	755.02	469,622.44	5,952.54	475,574.98	0.00	1,940.64	0.00	477,515.62
010351	Grove Park Elementary	96.89	467	755.02	352,594.34	4,469.19	357,063.53	0.00	1,457.04	0.00	358,520.57
010358	Hillcrest Elementary	92.75	576	755.02	434,891.52	5,512.32	440,403.84	0.00	1,797.12	0.00	442,200.96
010357	Haw River Elementary	88.60	482	755.02	363,919.64	4,612.74	368,532.38	0.00	1,503.84	0.00	370,036.22
010310	Broadview Middle	88.39	670	755.02	505,863.40	6,411.90	512,275.30	0.00	2,090.40	0.00	514,365.70
010374	R Homer Andrews Elementary	86.41	496	755.02	374,489.92	4,746.72	379,236.64	0.00	1,547.52	0.00	380,784.16
010350	Graham Middle	84.99	600	755.02	453,012.00	5,742.00	458,754.00	0.00	1,872.00	0.00	460,626.00
010372	Pleasant Grove Elementary	83.09	280	755.02	211,405.60	2,679.60	214,085.20	0.00	873.60	0.00	214,958.80
010380	South Graham Elementary	77.18	460	755.02	347,309.20	4,402.20	351,711.40	0.00	1,435.20	0.00	353,146.60
010394	Turrentine Middle	65.67	660	755.02	498,313.20	6,316.20	504,629.40	0.00	2,059.20	0.00	506,688.60
010392	Sylvan Elementary	62.01	173	755.02	130,618.46	1,655.61	132,274.07	0.00	539.76	0.00	132,813.83
010346	B. Everett Jordan Elementary	55.95	207	755.02	156,289.14	1,980.99	158,270.13	0.00	645.84	0.00	158,915.97
010347	Audrey W. Garrett Elementary	52.76	325	755.02	245,381.50	3,110.25	248,491.75	0.00	1,014.00	0.00	249,505.75
	Total Low Income		7050	Total Allocations	5,322,891.00	67,468.50	5,390,359.50	46,200.00	21,996.00	0.00	5,458,555.50
				Remaining	(5,362,891.00)						

Title II- PRC 103

Supporting Effective Instruction

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Carryover, Flexibility, Transferability

"LEA" = District, Charter School or Lab School

$ [0.00] * Carryover (Estimated as of June 30th)

☑ The LEA is using 100% of Title II funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

Check Box if you do not receive SRSA or don't wish to use Flexibility

Flexibility

[ ] Check here if the LEA does not intend to use funds from the Small, Rural School Achievement (SRSA) grant for Flexibility with Title II funds (and therefore does not need to complete any other questions on this page).

* Funds are used towards Flexibility for activities authorized under these Title(s). (Check all that apply)

[x] Title IA

[ ] Title III

[ ] Title IVA

* Please describe how funds are utilized:

test

[Check Spelling]

4 of 36000 characters

Only available for SRSA Recipients

[x] Check here if the LEA intends to use Flexibility for the entire allotment amount.

[ ] Check here if the LEA intends to use Flexibility for the entire allotment amount.

$ [   ]   * For LEAs not using the entire allotment flexibly, indicate the amount of funds for Flexible use.

If you plan to use all funds for Flexibility, then check the box.
If you plan to use only a portion, then don't check the box and indicate the amount

Funds will be budgeted using the flexibility code (091)

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Check Box if you do not wish to use Transferability

Transferability

☐ Check here if the LEA does not intend to transfer Title II funds into another Title(s) (and therefore does not need to complete any other questions on this page).

* Funds are transferred into the following Title(s) (check all that apply)

☐ Title IA

☐ Title IC

☐ Title ID

☐ Title III

Transferability is available to all Title II recipients

☐ Check here if the LEA plans to transfer the entire allotment.

$ [＿＿＿＿＿] * If not transferring the entire allotment, indicate the amount of funds transferred.

If you plan to use all funds for Transferability, then check the box. If you plan to use only a portion, then don't check the box and indicate the amount

☑ Check here if the LEA plans to transfer the entire allotment.

Funds transferred take on the properties of the Title they are transferred into
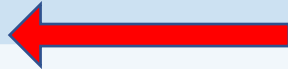
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Title III – Significant Increase (PRC111)			Messages
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Title IV A- PRC 108

Student Support and Academic Enrichment

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Related Documents			Messages
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Budget		Changes	Messages
Grant Details			
Related Documents			
Title III – Significant Increase (PRC111)			Messages
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Related Documents			
Title IVA – Student Support and Academic Enrichment (SSAE)		Changes	Messages
Budget		Changes	Messages
Grant Details			
Set Asides			
Related Documents			
Migrant Education Program			Messages
Budget			Messages
Grant Details			
Related Documents			

North Carolina Department of
PUBLIC INSTRUCTION

20/20 and Portion Rule

If the LEA receives $30,000.00 or more in their **Current Allotment,** then the 20/20 Portion Rule will apply

At least 20% in Well-Rounded

At least 20% in Safe and Healthy Students

A portion in Effective Use of Technology

No more than 15% of the portion can be used for technology infrastructure

Less than $30,000.00 in current allotment-please disregard the 20/20 Portion Rule

Title IV A & Flexibility

Flexibility

☐ Check here if the LEA does not intend to use funds from the Small, Rural School Achievement (SRSA) grant for Flexibility with Title IV funds (and therefore does not need to complete any other questions on this page).

* Funds are used towards Flexibility for activities authorized under these Title(s). (Check all that apply)

☐ Title IA

☐ Title II

☐ Title III

* Please describe how funds are utilized:

See Notes from Title II

Check Spelling

0 of 36000 characters

☐ Check here if the LEA intends to use Flexibility for the entire allotment amount.

$ _____ * For LEAs not using the entire allotment flexibly, indicate the amount of funds for Flexible use.

North Carolina Department of
PUBLIC INSTRUCTION

Title IV A & Transferability

Transferability

☐ Check here if the LEA does not intend to transfer Title IV funds into another Title(s) (and therefore does not need to complete any other questions on this page).

* Funds are transferred into the following Title(s) (check all that apply)

☐ Title IA

☐ Title IC

See Notes from Title II

☐ Title ID

☐ Title III

☐ Check here if the LEA plans to transfer the entire allotment.

$ 2,000.00 * If not transferring the entire allotment, indicate the amount of funds transferred.

North Carolina Department of
PUBLIC INSTRUCTION

Set Asides Page

Title IV - Part A

8,018.50	A. Total Title IV - Part A Planning Allotment
$	B. Carryover from Previous Year - must be allocated to same Activities section as in prior year's approved plan
$	C. Total Title IV Allotment

Set Asides

$	D. Activities to Support Well-Rounded Educational Opportunities (SEC. 4106 (e)(2)(C)) (20% min for allotment = $30K)
$	E. Activities to Support Safe and Healthy Students (SEC. 4106 (e)(2)(D)) (20% min for allotment = $30K)
$	F. Activities to Support the Effective Use of Technology (SEC. 4106 (e)(2)(E)) (a portion of the allotment)
$	G. Of total reserved in F., above, the amount used to purchase technology infrastructure (15% maximum) (SEC. 4109 (b))
$	H. Administrative (2% maximum for direct administration from current allotment) (SEC. 4105 (c))
$	I. Indirect Costs

Indirect Cost amount must match amount in BAAS budget.

RLIS- PRC 109

Where to find the Application?

In Prior Fiscal Years, the RLIS PRC109 Funding Application was a PART of the Consolidated Funding Application

NEW THIS YEAR:

> If your PSU receives a PRC109 Allotment the Funding Application will show in your FY2023 Funding Applications page as a separate application

Funding Applications

Ashe County Schools (050) Regular Local School District - FY 2023

2023 ⌄	All Active Applications ⌄

FPMS-CRRSA ESSER II School Nutrition PRC 174
FPMS-CRRSA ESSER II Summer Programs PRC 176-177
FPMS-GEER I PRC 169-170 Budget Only
FPMS-Qualifying Staff Member Bonus PRC 203
FPMS-Rural, Low-Income Schools-RLIS PRC 109
FPMS-School Improvement-CSI PRC 105
FPMS-School Improvement-SIG PRC 117 Budget Only
FPMS-School Improvement-TSI & IPG PRC 115 Budget Only

No Changes

$ _____ Amount of RLIS Carryover

1. RLIS funds used to support activities approved under the following Titles (check all that apply):

☐ Title IA ← Improving Basic Programs

☐ Title IIA ← Supporting Effective Instruction
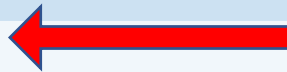
☐ Title III ← Language Instruction/Support for ELS

☐ Title IVA ← Student Support/Academic Enrichment

☐ Title IVB

Migrant Education Program (MEP) PRC 051

Title IA	Changes	Messages
Budget	Changes	Messages
Grant Details		
Building Eligibility		Messages
Set Asides		
School Allocations - PPA List		
Related Documents		Messages
Title II-A	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		Messages
Title III – Language Acquisition (PRC104)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		
Title III – Significant Increase (PRC111)		Messages
Budget		Messages
Grant Details		
Related Documents		
Title IVA – Student Support and Academic Enrichment (SSAE)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Set Asides		
Related Documents		
Migrant Education Program		Messages
Budget		Messages
Grant Details		
Related Documents		

North Carolina Department of
PUBLIC INSTRUCTION

Title I, Neglected or Delinquent (N or D)

How do we support our Neglected and Delinquent students?

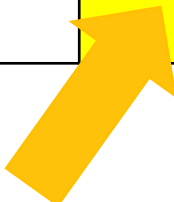| Title I-A (PSU)	Title I-D, Subpart 1 State Agencies (DPS, DJJ)	Title I-D, Subpart 2 (PSU)
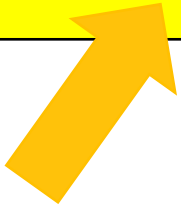
Reserve = Mandatory Set Aside #11

PSUs shall reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected and delinquent children (ESSA sections 1113[c][3][A][ii] and [B][i-ii])

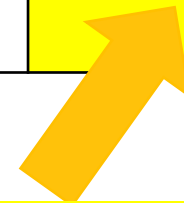# How do we support our Neglected and Delinquent students?

Title I-A	Title I-D, Subpart 1 State Agencies	Title I-D, Subpart 2
(PSU)	(DPS, DJJ)	(PSU)

PRC 047: Awarded directly to STATE Agencies; Department of Public Service, Department of Juvenile Justice

How do we support our Neglected and Delinquent students?

Title I-A	Title I-D, Subpart 1 State Agencies	Title I-D, Subpart 2
(PSU)	(DPS, DJJ)	(PSU)

PRC 107: Awarded to PSUs to support programs that involve collaboration with LOCALLY operated correctional facilities.

- Shell to open July 1st.
- Once your allotment populates, you will receive an email notification.

School Improvement CSI / TSI / IPG

Comprehensive Support and Improvement (CSI)

• CSI-LP (Low Performing Schools)	– Technical support and additional funding should be focused on supporting efforts towards academic improvement and increased achievement	- Schools are the lowest performing five percent of all schools receiving Title I, Part A funds (served) in the state.
• CSI-LG (Low Graduation Rate)	– Technical support and additional funding should be focused on supporting efforts towards an increased graduation rate	- NC identifies high schools with a four-year cohort graduation rate less than 66.7% as needing comprehensive support and improvement regardless of Title I status.

Current CSI Formula Grants

Annual allotment-PRC 105 (must be identified as a CSI School)

$75,000 Base allocation

Additional allocation based on a PPA (per pupil amount) using the prior year's best 1 of 2 average daily membership (ADM)

- CSI-LP – total ADM of the school
- CSI-LG – total ADM in grades 9-12

CSI
Special Provision
(2022-23 will be an exit year)

- Each grant is awarded for a period of time beginning July 1st and ending September 30th of the following year. The Tydings amendment extends the grant period to 27 months by allowing unexpended funds as of September 30th to carry over an additional 12 months. <mark>Funds are potentially available to PSUs for 27 months provided there are schools identified as CSI schools</mark> and a budget is submitted each year.

   - **If one or more schools exit CSI status, the PSU may reallocate unexpended carryover funds, based on need, to any other schools in the PSU that remain in CSI status.**

   - **If all schools in the PSU exit CSI status, unexpended fund balances as of September 30th will revert to the State for reallocation to PSUs in accordance with Section 1003 and Section 1126 of the Elementary and Secondary Education Act.**

Link (pgs. 17-18): ESEA Title I, Part A – School Improvement (Formula) – 1003(A) Funds (PRC 105)

Targeted Support and Improvement (TSI)

Targeted Support and Improvement (TSI) schools as defined in the North Carolina Every Student Succeeds Act (ESSA) State Plan.

Two categories of TSI schools.

- TSI – Consistently Underperforming Subgroups (TSI-CU)
- TSI – Additional Targeted Support (TSI-AT)

TSI – Consistently Underperforming Subgroups (TSI-CU)

North Carolina defines subgroups as "consistently underperforming" if the subgroup receives a grade of "F" on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years.

Schools with one or more subgroups meeting this definition will be identified on an annual basis

Schools will annually exit this identification if the identified subgroup(s) receives a grade of "D" or above for the most recent and the previous year.

TSI – Additional Targeted Support (TSI-AT)

Schools meeting TSI-Additional Targeted Support (TSI-AT) criteria will be identified every three (3) years beginning in the 2018-19 school year using the following criteria:

> A school that has any subgroup where the score on the NC statewide system of annual differentiation (School Performance Grades) is at or below the highest identified CSI school's All Students group total score in the identification year…AND

> Beginning in the 2021-22 school year, the identification criteria will be applied to schools identified as having consistently underperforming subgroups (TSI-CU)

Exit criteria for these schools will be applied annually after the third year of identification.

Title I schools unable to exit TSI-AT by the end of the sixth year (1st identified schools = 2024–25) will be identified as CSI-Additional Targeted Support Not Exiting Such Status (CSI-AT).

CSI / TSI

- NCStar for School Improvement Planning
- CSI & TSI schools share an annual parent letter informing the parent of the goals/strategies to include how parents can assist their child at home.
- The status will be included on the School Report Card.
- Fall and Spring CSI Support Visits from FPMS

Innovative Partnership Grant (IPG)

Innovative Partnership Grant (IPG) is authorized under the State's federally approved plan for The Every Student Succeeds Act (ESSA).

This grant is provided to schools identified CSI schools in need of additional fiscal resources, technical support, and regular school visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

Note: If a school exits CSI status and has been awarded the IPG, the IPG funding will continue to be provided throughout the duration of the grant as long as all requirements are met.

IPG

- NCStar for School Improvement Planning

- Fall and Spring IPG Support Visits

- Fall and Spring Convenings

- Schools will be provided renewable allotments up to $500,000 per year for 3 years.

Moving Forward

- New list for CSI/TSI identified schools will be announced during the 2022-23 school year (Oct. at the earliest)

- CSI/TSI notification letters are not required to be sent out until after the new list is approved and shared (letters will be required to be sent out for any identified CSI/TSI school in the 2022-23 school year)

- CSI carryover funds must be spent by September 30, 2022 or risk reallocation/reversion. The carryover budget must be approved by FPMS. Funds must be used for the purpose of exiting CSI status.

- After the CSI identified schools are approved for funding, the CSI application will be placed in the CCIP platform (this will be a separate shell in CCIP). FPMS will provide training and additional information/requirements for schools/stakeholders applying and receiving CSI funding.

- FPMS is currently working on an IPG Cohort III – this will be a competitive grant for the 2022-23 CSI identified schools. More information will be available during the 2022-23 school year.

Elementary and Secondary School Emergency Relief
ESSER

Let's Jump into ESSER!

Today's Agenda...
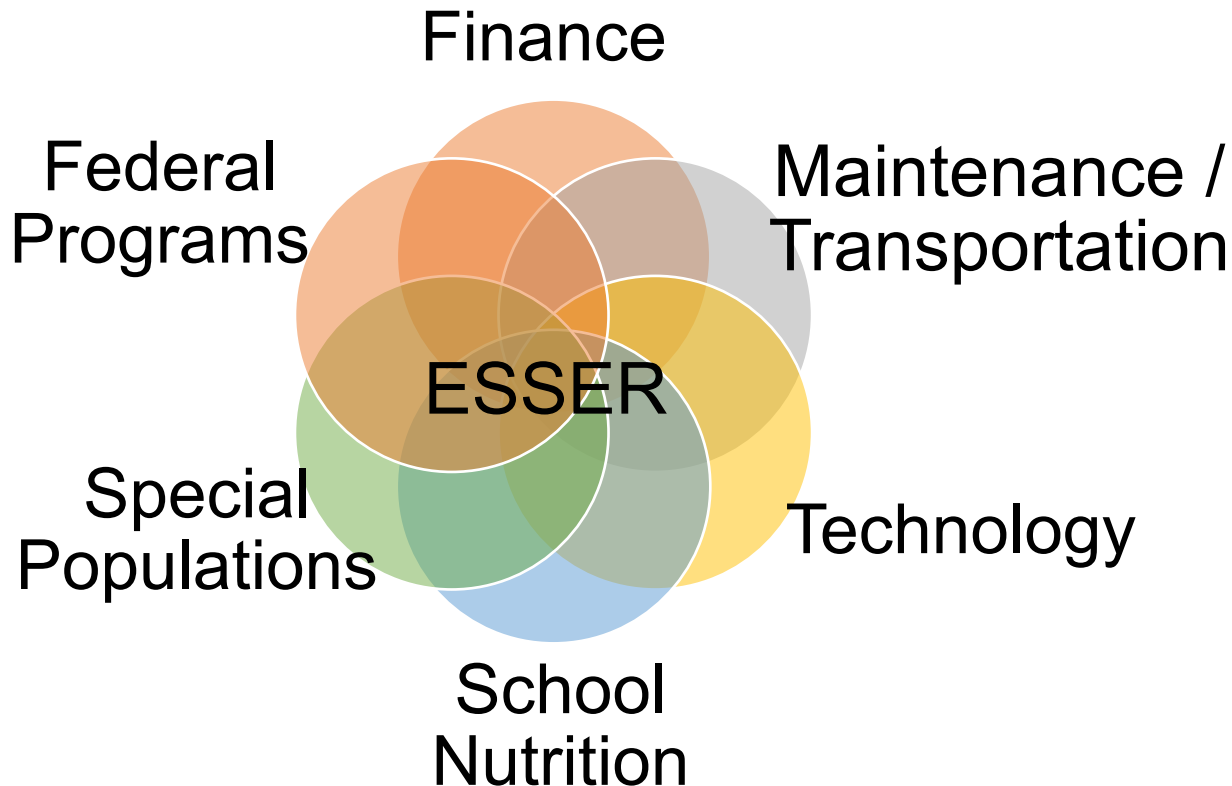

ESSER PRC's

New PRC's (188 & 189)

Carryover Budgets

Budget Only PRC's

Continuation Applications

North Carolina Department of
PUBLIC INSTRUCTION

ESSER PRCs

Collaboration

Finance

Federal Programs

Maintenance / Transportation

ESSER

Special Populations

Technology

School Nutrition

- Budgets & Plan must stay in alignment
- Budget can change without change to plan IF the budget stays within the grant narrative
- Budget and Plan amendment needed if scope of grant changes
- i.e. Addition of positions, technology, etc.

PRC	Name of grant	Purposes	Location of narrative describing the planned activities	How to revise the grant details in FY23
163 ESSER I	K-12 Emergency Relief Fund	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic	Uploaded document in CCIP FY20 Consolidated Related Documents section	Talbot.Troy@dpi.nc.gov This PRC ends on September 30, 2022
164 ESSER I	K-12 Emergency Relief Fund (Supplementary for charter schools)	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic	Uploaded document in CCIP FY20 or FY21 Consolidated Related Documents section	Freda.Lee@dpi.nc.gov This PRC ends on September 30, 2022
165 ESSER I	Digital Curricula	For subscriptions to high quality, NC standards aligned digital curriculum packages	Text was entered in Google platform and reviewed by Digital Teaching and Learning.	Jill.Darrough@dpi.nc.gov This PRC ends on September 30, 2022
166 ESSER I	Learning Management System	For the purchase of Canvas software licenses	Text was entered in Google platform and reviewed by Digital Teaching and Learning.	Jill.Darrough@dpi.nc.gov This PRC ends on September 30, 2022
168 ESSER I	Innovative Childcare and Remote Extended Support (ICARES)	Partnerships with community organizations to provide supervised care for Pre-K-8 students without at-home supervision available on remote learning days	CCIP FY21 Shell, Grant Details	Melissa.Eddy@dpi.nc.gov This PRC ends on September 30, 2022
169 GEER	Specialized Instructional Support Personnel	Employing or contracting with specialized instructional support personnel to provide physical and mental health support services for students in response to COVID-19	CCIP FY21 Shell, Grant Details	Talbot.Troy@dpi.nc.gov This PRC ends on September 30, 2022
170 GEER	Supplemental Instructional Services	To provide funding for supplemental instructional services for supporting the academic needs of at-risk students, students in poverty and students with disabilities through additional in-school instructional support	CCIP FY21 Shell, Grant Details	Talbot.Troy@dpi.nc.gov This PRC ends on September 30, 2022

171 ESSER II	K-12 Emergency Relief Fund	Very broad set of allowable uses; to assist eligible public-school units during the novel coronavirus pandemic	CCIP shell is annually updated to accommodate a continuation application.	Contact DPI program administrator identified in CCIP prior to making changes directly in the application / grant details.
172 ESSER II	K-12 Emergency Relief Fund (Supplementary for charter schools)	Very broad set of allowable uses; to assist eligible public-school units during the novel coronavirus pandemic	CCIP shell is annually updated to accommodate a continuation application.	Contact Robin.Roberson@dpi.nc.gov prior to making changes directly in the application / grant details.
173 ESSER II	Supplemental Contracted Instructional Support Funding	For contracted services for school health support personnel to provide additional physical and mental health support services for students in response to COVID-19	CCIP FY22 Shell, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log
174 ESSER II	School Nutrition COVID Support	Non-recurring recruitment and retention bonuses for nutrition personnel	CCIP FY22 Shell, Grant Details	Contact Erin.Lewis@dpi.nc.gov prior to making changes directly in the History Log.
176 ESSER II	Learning Loss Funding	In-person K-12 Summer Bridge Programs to address learning loss and provide enrichment activities in the summer	CCIP FY22 Summer Programs Shell, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes directly in the History Log.
177 ESSER II	Summer Career Accelerator	Summer Career Accelerator programs for students in grades 6-12 to address COVID_19-related learning loss	CCIP FY22 Summer Programs Shell, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes directly in the History Log.
178 ESSER II	Competency-Based Assessment	Licenses for the State approved competency-based assessment tool, IReady or an alternative per approval of DPI Office of Learning Recovery	Uploaded document in CCIP FY21 Consolidated Related Documents section	Contact Robin.Roberson@dpi.nc.gov. (Changes are not made in the uploaded document.)

181 ESSER III	K-12 Emergency Relief Fund	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic; must include 20% to address learning loss	CCIP shell is annually updated to accommodate a continuation application.	Contact DPI program administrator identified in CCIP prior to making changes directly in the application / grant details.
182 ESSER III	K-12 Emergency Relief Fund (Supplementary for charter schools)	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic; must include 20% to address learning loss	CCIP shell is annually updated to accommodate a continuation application.	Contact DPI program administrator identified in CCIP prior to making changes directly in the application / grant details.
188 ESSER III	Summer Career Accelerator	To support public school units in addressing COVID-19 related needs during the summer, including through in-person instruction to address learning loss and provide enrichment activities for students in grades 6-12.	CCIP FY23 Shell, Grant Details	TBD
189 ESSER III	Math Enrichment Programs	To address COVID-19 related needs during the instructional year, including through after-school and before-school programs that incorporate supplemental in-person instruction to address learning loss in math in grades 4-8	CCIP FY23 Shell, Grant Details	TBD
191 ESSER III	Identification and Location of Missing Students	To contract with either (i) one or more third-party entities to provide technology to facilitate identification and location of missing students or (ii) outside personnel to assist the unit in locating missing students	CCIP FY22 Shell for Combined State Reserve PRCs Part II, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
192 ESSER III	Cyberbullying & Suicide Prevention	To contract with a third-party entity for technology to facilitate mitigation of cyberbullying, monitoring of student internet activity, monitoring classroom educational devices, and assisting with suicide prevention services	CCIP FY22 Shell for Combined State Reserve PRCs, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
193 ESSER III	Gaggle Grants	For the purchase of Gaggle monitoring subscription licenses and minimum contract costs	CCIP FY22 Shell for Combined State Reserve PRCs, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.

195 ESSER III	District & Regional Support School Improvement / Leadership	To support low performing schools in implementing flexible improvement and intervention options to address the negative impacts of the COVID-19 pandemic.	CCIP FY22 Shell, Grant Details	Contact Allie.Evans@dpi.nc.gov prior to making changes in the History Log.
197 ESSER III	Middle School Reading (for selected schools)	Additional support to middle school students who have been identified as reading below grade level	CCIP FY22 Shell for Combined State Reserve PRCs Part II, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
198 ESSER III	National Board for Professional Teaching Standards (NBPTS) Certification Fee Reimbursement Program	To reimburse teachers at qualifying public schools for the cost of the participation fee for National Board for Professional Teaching Standards (NBPTS) certification.	CCIP FY23 Shell, Grant Details (Competitive)	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
202 ESSER III	COVID-19 Student Enrollment Increase	To account for additional students enrolled in local school administrative units and charter schools during the 2020-2021 school year as a result of the COVID-19 pandemic	CCIP FY22 Shell for Combined State Reserve PRCs, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
203 ESSER III	Teacher Bonuses	One-time, lump sum bonuses of $1,000 to qualifying teachers	CCIP FY22 Shell, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
205 ESSER III	Driver Training	To support driver education programs and aid in reducing a backlog of student applicants due to the COVID-19 pandemic	CCIP FY22 Shell for Combined State Reserve PRCs Part II, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.

ESSER I Closing Reminders

- ESSER I funds must be spent or encumbered by September 30, 2022.
- To avoid a carryover budget, expend ALL funds by June 30, 2022.

Note: Salaries and personnel contracts cannot be encumbered for payment beyond September 30, 2022.

- If an ESSER funded position is continuing beyond the end of the grant, they may be moved to ESSER II or ESSER III with approval.

New PRCs

PRCs 188 & 189

- Two new PRCs opened July 1 and closes July 30
  - **PRC 188 Summer Career Accelerator Programs:** Addresses COVID-19 related needs during summer through in-person instruction to address learning loss and provide enrichment activities for students in grades 6-12. Extension: In-school and After-school tutors and summer school.
  - **PRC 189 Math Enrichment Programs:** Addresses COVID-19 related needs during the instructional year, including through after-school and before school programs that incorporate supplemental in-person instruction to address learning loss in math in grades 4-8. Similar to CTE 176 grant (Summer Bridge Academies).

- Applications must be approved by August 15th.

- Funds available through Sept 30, 2024.

Carryover Budgets

Completing Carryover Budgets

All ESSER PRCs with remaining funds will require a **carryover budget**

Most ESSER PRCs will become **budget-only**

PRCs 171, 172, 181, & 182 must have a **continuation application** to accompany the carryover budget

Carryover Budget Due Date - **August 15, 2022**

Completing Carryover Budget

The Budget Page

The Budget Page – when DPI and PSU allotment info does not match

Current amount (updated)

Amount as of most recent budget submission (out of date)

al Information	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$3,994,068.00 ≠	$3,963,362.00
Carryover Amount:	$8,016,080.00	$8,016,080.00
Allotment Plus Carryover:	$12,010,148.00	$11,979,442.00
Total Budgeted:		$11,979,442.00
Total Remaining:	$30,706.00	$0.00

The PSU has been given more money!!

The PSU needs to submit a new budget to clear up this difference.

Finding Your Carryover Amount

Budget

Beaufort County Schools (070) Regular Local School District **- FY 2022 - FPMS-CARES ESSER I PRC 163 Budget Only - Rev 2 - FPMS-CARES ESSER I PRC 163 Budget Only**

Go To ▶

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
070	163	2	No	No	2.91 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$0.00	$0.00
Carryover Amount:	$1,480,781.54	$1,480,781.54
Allotment Plus Carryover:	$1,480,781.54	$1,480,781.54
Total Budgeted:		$1,480,781.54
Total Remaining:	$0.00	$0.00

Budget Only PRCs

FY 2022 – 2023

Carryover Budget	YES
Amended Application	NO

The Budget Page for a "budget only" PRC

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$0.00	$0.00
Carryover Amount:	$56,616.49	$56,616.49
Allotment Plus Carryover:	$56,616.49	$56,616.49
Total Budgeted:		$56,616.49
Total Remaining:	$0.00	$0.00

No allotment this year

All approved plans in a previous year
No continuation application required

Only a budget is required for this year.

Budget Only PRCs

ESSER I

(If funds remaining)

- PRC 163
- PRC 164
- PRC 165
- PRC 166
- PRC 167
- PRC 168
- PRC 169
- PRC 170

ESSER II

- PRC 173
- PRC 174
- PRC 175
- PRC 176
- PRC 177
- PRC 178

ESSER III

- PRC 183
- PRC 184
- PRC 191
- PRC 192
- PRC 193
- PRC 195
- PRC 197
- PRC 202
- PRC 203
- PRC 205

How do you know?

Application Status: **NCDPI Budget Approved**

Change Status To: Amendment Received

View NCDPI History Log
View Change Log

Description (View Sections Only View All Pages)	Validation	Print ☐ Select Items
All		Print
History Log		Print
History Log		Print
Create Comment		
Allotments		Print
Allotments		Print
FPMS-CARES ESSER I PRC 163 Budget Only		Print
Budget		Print
All		Print

Continuation Applications

PRC 171 / 172

PRC 181 / 182

Carryover Budget	YES
Amended Application	YES

Continuation Applications

- Review priorities and needs assessment
- Budget:
  - What has been spent?
  - What do we need to continue?
  - What do we need to change and re-budget for?
- Justifications & impact statements → need to be solid and clearly written

PRC 171
- Mandatory Summer School 2021

PRC 181
- Mandatory 20% to Address Learning Loss

Planning Across Multiple Years?

- Must obligate funds within the period of availability

- Activities must be in full implementation by the end of the funding period
  - Example: HVAC repairs using PRC 171 must be completed and in use by end of ESSER II period

- Cannot commit funds to "prepare for future projects"
  - Example: Bus/Roof/HVAC is going bad – will need a new one in 5-10 years, let's replace now… NOT ALLOWABLE

Updates Needed for Continuation Applications

PRC 171

- Part A
  - Needs Assessment
- Part B
  - Data Analysis
- Part C
  - Allowable Use Table

PRC 181

- Part A
  - Needs Assessment
- Part B
  - Data Analysis
- Part C
  - Addressing Learning Loss
- Part D
  - Allowable Use Table

Documenting Changes

ESSER CCIP Documentation Guide

If your adjustments at the district level are still reflective in your current budget and in the grant details table, you would not have to submit an amendment, but if you are adding or moving items from one allowable use area in the table to another and an object code amount must also be adjusted, you will need to submit a revised budget and application to gain approval on both before you move forward.

Capital projects as needed <u>MUST</u> be added into the grant details table and identified specifically in the grant details table (and in history log if you would like as well) to document the capital project and to gain prior approval of the allowability of the use of the funds for this project.

(Grant Details Table)

Amending Grant Details

Grant details = Application = Narrative

| 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. | * ○ Yes ○ No | Funds for this allowable use category will support ▮▮▮ efforts to contract with a 3rd party vendor to collect, analyze, and report data related to the overall impacts of COVID.

Workshops, advertisement, printing and distribution of material in coordination with local & state agencies for support and training will also be provided.

Specific Projects Include:
- To improve the ability of schools and the district to contact trace, cameras will be added to remaining buses without an existing camera.

- To improve the ability to route and transport students to meet unique learning needs and support additional student transportation needs; a Transportation Support Position will be added within our transportation department. 9.16.21

- To improve the ability to socially distance additional activity buses will be purchased to better separate students traveling on activity buses to and from sporting events and other school sponsored activities. 9.22.21

- Funds will be used to support the purchase of a delivery truck to mitigate the 500% increase to supply delivery needs to schools as a result of Covid-19. (Added 10.19.21)

- An additional Nurse Position added to support the increased need for contact tracing and parent communication (Added 10.19.21)

- Funds will support additional duty Saturday support of meal deliveries to schools as a result of supply chain challenges. Employees would work up to 5 hrs each and only as needed. (Added 11.2.21)

- Funds will be used to hire an additional nurse position, added to support the increased need for contact tracing and parent communication and general covid related needs. (Detail Added 1.13.22) |

How to Find Continuation Applications in CCIP

View NCDPI History Log
View Change Log

Description (View Sections Only View All Pages)	Changes	Validation	Print ☐ Select Items
All	Changes	Messages	Print
➖ **History Log**			Print
History Log			Print
Create Comment			
➖ **Allotments**	Changes		Print
Allotments	Changes		Print
➖ **FPMS-CRRSA ESSER II PRC 171**	Changes	Messages	Print
Budget	Changes	Messages	Print
Grant Details		Messages	Print
Related Documents		Messages	
Grant Award Notification (GAN)			Print
➖ **Contacts**			Print
Contacts			Print
➖ **Substantially Approved Dates**			Print
Substantially Approved Dates			Print
➖ **New Applicant Summary**			Print
New Applicant Summary			Print
➖ **Grant Award Notification (GAN)**			Print
GAN Information			Print
GAN Organization Data			Print

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Grant Details

▇▇▇▇▇▇▇hool District - FY 2022 - FPMS-CRRSA ESSER II PRC 171 - Rev 5 - FPMS-CRRSA ESSER II PRC 171

Save And Go To ▶

Copy Previous Fiscal Year Details ◀━━

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 provid... 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 subsec...

- Application must match to the amount of remaining funds.
- Only the initiatives that remain active and current should be copied over.

181 Part C: Addressing Learning Loss

Part C: Address Learning Loss

American Rescue Plan Act requires a minimum of 20% of the PSU's allocation amount to be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs.

$ [_____] * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024. ⬅

In the required spaces below, <u>provide a detailed description</u> of how the PSU will be 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.

* (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;

[Check Spelling]

[0] of 6000 characters

* (B) implementing evidence-based activities to meet the comprehensive needs of students;

[Check Spelling]

[0] of 6000 characters

Updating Allowable Use Table

Part C: Address Learning Loss

American Rescue Plan Act requires a minimum of 20% of the PSU's allocation amount to be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs.

$ 5,486,092.08 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, provide a detailed description of how the PSU will be 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.

* (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;
Assessments (both formative and summative) will be utilized on a regular basis during the school year to determine where students are in their learning journey, and what plan needs to be made by teachers and support staff to differentiate and customize learning for students. After initial assessments, students will receive both grade level instruction and interventions, by trained personnel, teachers and tutors, to address learning gaps/losses that are the effects of the interruption of educational services due to Covid. Assessments already approved by the state such as iStation, I-Ready, EOG/EOC tests, NC Check-Ins, Schoolnet, Envisions math assessments, will be the main resources used to evaluate students. Other formative assessments may be utilized as approved by the PSU.

* (B) implementing evidence-based activities to meet the comprehensive needs of students;
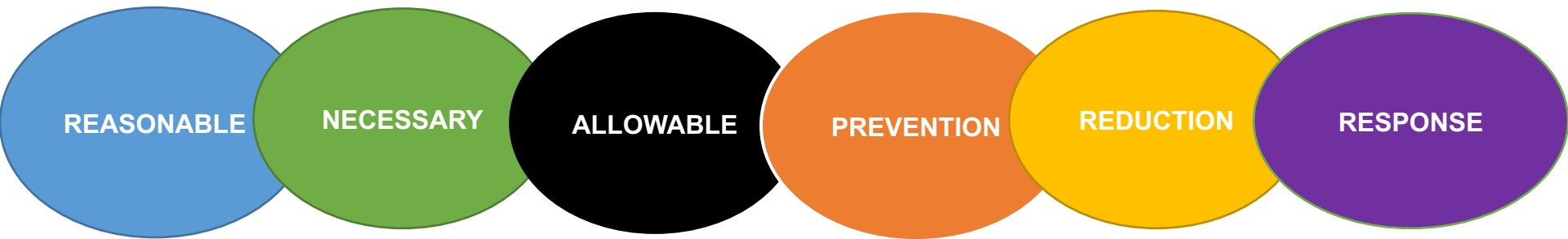The PSU is already in a partnership with Learning Focused Schools based on the work of Dr. Max Thompson to provide professional development and support to teachers in order to increase high-quality teaching and learning in the classroom. Much of his work is centered around how to choose and use high level teaching strategies to help students achieve grade level performance and "catch students up" when they have fallen behind. This work in our district is perfect timing for addressing the learning losses/gaps that we will see over the next few years. This is a true partnership with follow up provided by the organization, in order to track progress and provide evidence for the effectiveness of their work and the benefit for students and teachers. Personalized Learning, another district initiative that is underway will be used to differentiate instruction for students so that time can be maximized for all students. This effort will begin in our Summer Learning Program.

* (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;
As much as parents have been forced to be an integral part of their child's learning experience over the past year, the next few year's may prove to be even more important for parent involvement. Parents will need to be educated on the fact that the next few years may be hard as teachers work with them to close the gaps that have occurred during the pandemic. More focused work will need to be done with students to provide required work and skills that have been missed or not given due time during instruction. They will need to be given explicit information on what to expect, how to help their child, and how to prepare for any future possibilities of extended school closure. There was not time or warning before the pandemic to adequately prepare them for helping their child. Now, we can hopefully provide training, information sessions, and support for parents to better understand what to do and how to do it. They can prepare questions based on this past year's experience that they need answered. Teachers can schedule small sessions at the beginning of the school year for parents to come in and see how particular things are done and taught in their child's classroom. Materials and learning kits could be made to support any future remote learning based on what parents saw they needed during the pandemic, Teachers can help parents with homework,

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 ○ No	Students have been in and out of school for over one full year. Learning has been largely remote instead of the traditional face to face model. Teachers have not had access to students and parents as they normally do to provide support/remedial instruction as students struggle to do more learning on their own.	2021-2022, 2022-2023	End of Summer School Assessments -- growth from the beginning of summer school to the end of summer school

Number of promotions gained during summer school | $ 0.00 |
| **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 | Funding will be used to employ 18 new additional fully virtual teachers for next school year. We have over 680 families who have requested to have fully virtual instruction next year due to continued concerns with COVID or the desire for flexibility with the learning environment. In an effort to not affect the traditional school allotment, schools were | 2021-2022 School Year | Test scores from traditional classrooms and all virtual classrooms

Traditional classroom class sizes (reduced class sizes) | $ 8,667,849.67 |
| | | | **Total ESSER III Allotment** | $ 21,644,248.11 |

Allowable Uses

| REASONABLE | NECESSARY | ALLOWABLE | PREVENTION | REDUCTION | RESPONSE |

- ***Addressing learning loss- 20%***
- Facility repairs/improvements to minimize virus transmission
- Addressing unique needs of special populations
- Improving preparedness and response
- Training to minimize virus transmission
- Supplies to sanitize and clean

- Long term closure activities
- Improve air quality
- Coordination of preparedness and response
- Providing principals/leaders with resources
- Educational Technology
- Mental Health Services
- Summer Learning
- Other ESSA eligible activities

ESSER Resources

Allotment Policies:

ESSER PRC COVID Allotment Policy Manual

NCDPI Links:

- ESSER Compliance

- ESSER Monitoring

- Federal Requirements for Federally Funded Construction Activity Guide
    - Construction Project Questions? Contact Shirley McFadden (Shirley.McFadden@dpi.nc.gov)

Planning Resources:

- Chiefs for Change ESSER Planning Workbook

- US Department of Education COVID-19 ESSER Handbooks
    - Volume I
    - Volume II
    - Volume III

ESSER Monitoring

30 Day Prior Notice

- The ESSER monitoring review is conducted on the following grants:
    - CARES Act, ESSER I and GEER: PRCs 163, 164, 165, 166, 168, 169, 170;
    - CRRSA Act, ESSER II: PRCs 171, 172, 173, 174, 176, 178;
    - ARP Act, ESSER III: PRCs 181, 182; and
    - Other federal grants as allotted: PRCs 191, 192, 193, 195, 197, 202, 203 and 205

- PSUs must provide specific requested grant documentation to FPMS by 5:00 p.m. on the specified date.

- A virtual interview with key personnel from your PSU will take place to learn more about your implementation of the federal grants.

Monitoring Timeline

NOTIFICATION LETTER	PRE-MONITORING	MONITORING INTERVIEW	RECEIVE REPORT	RESOLVE FINDINGS	CLOSING LETTER
30 days prior to the monitoring interview, PSU will receive a notification letter with details.	Regional PA supports PSU with preparation. PSU submits documentation 7 days prior to interview.	The monitoring interview takes place for ESSER I, II, and III.	The PSU receives a report with recommendations and/or findings.	Within 30 business days of report receipt, the PSU resolves findings (if applicable).	Once the monitoring process is complete, PSU receives a closing letter.

Pre-Monitoring Meeting

- Purpose: To prepare!

- Overview

- Resources and tips

- For additional questions, please visit the following link: ESSER-GEER MONITORING

  - ESSER-GEER Monitoring Overview

  - Notes on Sharing Documents

Documentation for Monitoring

Element Overview

Element	Main Documentation "Look Fors"
Element 1	Are you doing the activities that were approved?
Element 2	Are you measuring the impact of the activities?
Element 3	Do your budget and expenditures support your approved plans?
Element 4 *(Districts)*	Did you notify private schools about Equitable Services and provides services as needed?

Element 1

All plans for expenditure of ESSER-GEER funds have been approved by FPMS and are being or have been implemented by the PSU.

1. What's allowable?

    • Connection and justification tied to COVID-19

2. Who should be included in planning process?

    • Effective communication

3. How often should I amend, and where?

Element 1

Budget Status

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	04/14/2022 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By
4/14/2022 4:45 PM	Approved	☑	Admin, NCCCIP
4/14/2022 9:37 AM	Approved (Pending)		Anderson, Nick
4/13/2022 1:13 PM	Received		Admin, NCCCIP

Application Status

Application Status: NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved

Change Status To: Revision Started

View All Status/Comments

Attention Needed	Date	User	Status (S)/Comment (C)
	4/14/2022 10:37:12 AM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.
	4/14/2022 9:46:34 AM	Nick Anderson	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.
☐	4/14/2022 9:46:21 AM	Nick Anderson	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects. **Dr. Nick Anderson** *ESSER Program Administrator Northwest Region* Federal Programs NC Department of Public Instruction nick.anderson@dpi.nc.gov

Element 1

- New line items MIGHT require an amendment (sometimes not) in the grant details.
- Change justification alone will not suffice.

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification
ℹ	Other	3	5110	162	000	00	$0.00	$180,000.00	$180,000.00	budget transfer only, transfer
ℹ	Other	3	5110	211	000	00	$0.00	$13,770.00	$13,770.00	
ℹ	Other	3	5110	221	000	00	$0.00	$42,750.00	$42,750.00	
ℹ	Salary	3	5310	131	000	00	$210,000.00	$0.00	$210,000.00	
ℹ	Other	3	5310	211	000	00	$16,065.00	$0.00	$16,065.00	

Element 2 Monitoring for Effectiveness

- Activities are well defined for each PRC

- Outputs and intended outcomes have been communicated to all stakeholders

- Persons responsible for monitoring the fidelity of implementation for each activity have been designated

- Monitoring protocol(s) and evaluation tool(s) have been shared with all stakeholders

Where we are? (measurement)

Where we planned to be? (evaluation)

How can we get on track again? (correction)

Documentation: Evidence, Artifacts, and Examples*
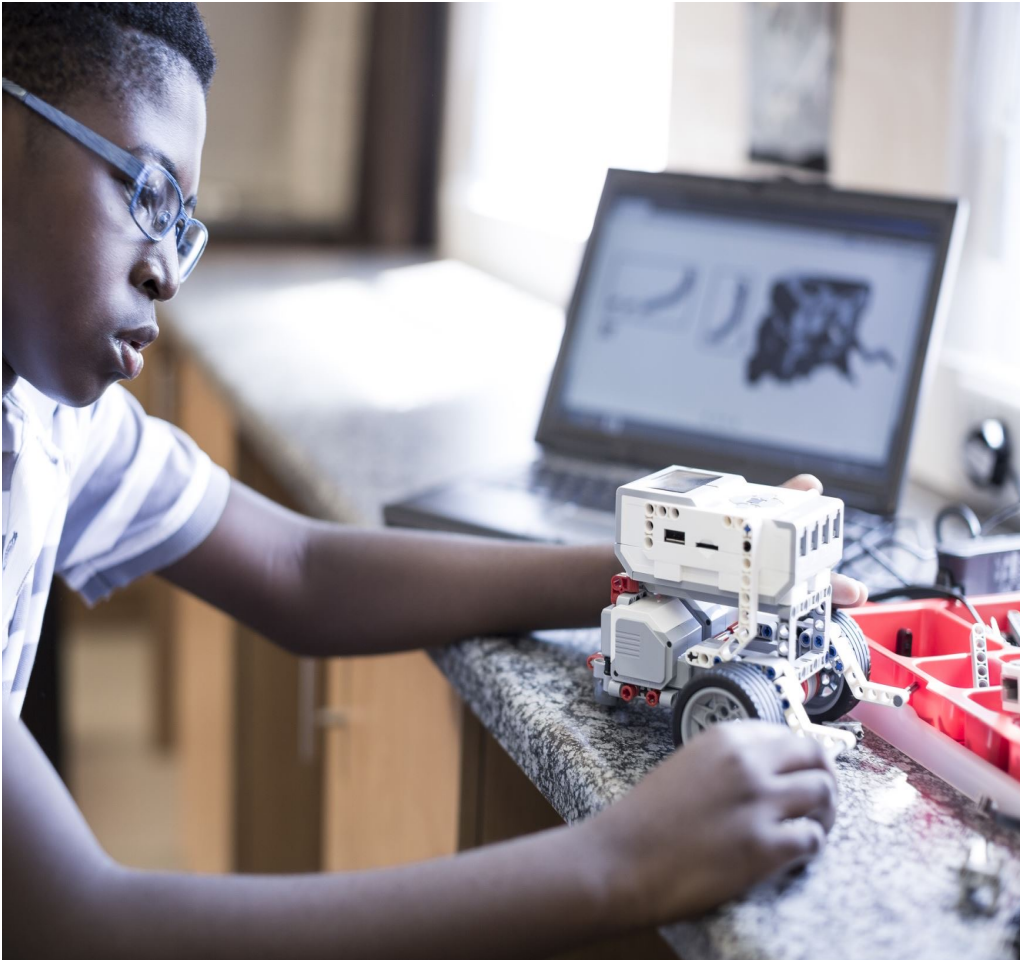
- Inventory Data
- Aggregate Human Resources Data
- Redacted Treatment Logs
- Job Descriptions
- NCStar Reports
- ESSER Planning Agendas
- Nutrition Data
- Stakeholder Surveys
- PD Evaluations and PD Sign-in Sheets
- Attendance Data
- Achievement Data
- Perception Surveys
- Monthly Budget Reports
- Aggregate COVID-19 Data
- BOE Agendas
- Maintenance Schedules
- Transportation Reports

*Note: This list is not exhaustive

Element 2: Interview Questions

For each PRC:

- Briefly describe how ESSER grant activities in your PSU are being monitored.

- Which staff member(s) are responsible for monitoring, analyzing and providing feedback to leadership at the school and PSU level once data is collected and analyzed?

- Is a formal monitoring report prepared and shared with stakeholders? If so, how often is information shared with stakeholders?

- Describe the types of monitoring instruments/tools that are being or will be used (surveys, interviews, treatment logs, sign-in sheets, assessments, learning management platform dashboards, etc.) to measure the effectiveness and fidelity of grant implementation

- What changes or adjustments have been made; if any, to ESSER grant(s) implementation based on evaluative data or feedback from stakeholders? Please be specific.

- How will ESSER monitoring data be used to promote student achievement and inform PSU and local Board of Education decision-making?

- At this stage in grant implementation, is sustainability being discussed and by which PSU stakeholders?

- Based on PSU monitoring of grant effectiveness, if your PSU could sustain only one major activity, which one would be sustained and why?

Element 3

Overview:

The approved budgets and expenditures support the plans.

~~Spending aligns with the approved budgets and plans.~~

Documentation:

PRC 170 - BUDGET AND EXPENDITURES							4/30/2021
Description	FUND	PURP	PRC	OBJ	Budget	Year-to-date transaction	Balance
Total PRC 170					$46,730.80	$42,026.81	$4,703.99
STIPEND-ADDTL RESP	3	5840	170	198	16,800.00	15,482.65	1,317.35
SOCIAL SECURITY	3	5840	170	211	1,285.20	1,184.42	100.78
RETIREMENT	3	5840	170	221	3,645.60	3,359.74	285.86
CONTRACTED SERVICES	3	5840	170	311	25,000.00	22,000.00	3,000.00
SUPPLIES AND MATERIALS	3	5840	170	411	4,000.00	3,951.00	49.00

Element 3

Things to Consider:

- Not a fiscal audit
- Don't submit
  - Account history reports or budget spreadsheets that don't include purpose codes, object codes, expenditures, and remaining balances.
- Work with your Finance Officer to ensure that:
  - The report is recent and up to date
  - That spending aligns with the approved activities in the grant application
  - That spending matches the approved budget line items.

Element 4: Equitable Services (Applies to ESSER I only)

Equitable Services

- **All activities must be completed/encumbered by September 30, 2022 for ESSER I PRCs.**

- **Districts must recoup any property acquired by Private Schools from ESSER I funds.**

Charter Monitoring – Focus on the School

- Important to remember:
  - 1. Review the application often to make sure school leadership knows the "what", "when", "who" and "by when"
  - 2. Make sure that the activities listed in the application are being implemented
  - 3. If the activities have changed:
    - Amend the application
    - Amend the budget
    - Let folks know by:
      - Adding a comment in the history log
        - Sending a short email to the Program Administrator

Charter Monitoring continued

- 4. Make sure to schedule a Pre-monitoring session with Program Administrator

- 5. Document, Document, Document – even if the Charter Organization is also keeping the documentation, it is best practice to have copies for folder creation required for monitoring

Contact Information

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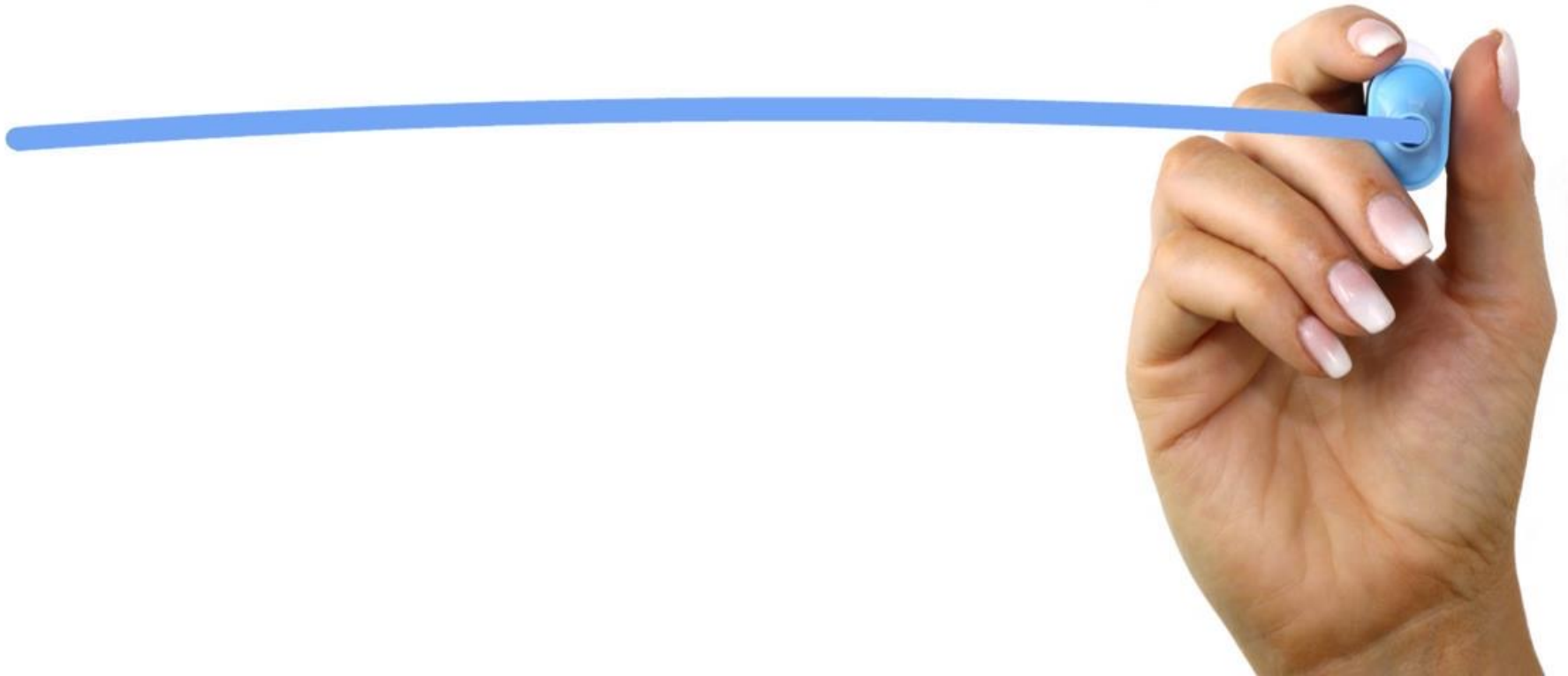Shana Fryar- Administrative Assistant
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We wish you a wonderful summer!

North Carolina Department of
PUBLIC INSTRUCTION