



Public Schools of North Carolina

# **Elementary and Secondary School Emergency Relief Fund III (ESSER III-PRC 181)**

## **Technical Assistance Session**

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

**April 12, 2021**

# Agenda

- Welcome
- Introduction to ESSER III
- Strategic Planning Support
- Application Preparation/Submission



# 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 III- PRC 181

- American Rescue Plan Act (2021) (ARPA)
- September 30, 2024
- 20% minimum for Addressing Learning Loss
- **ESSER III Planning Allotments-Click Here**



# Elementary and Secondary School Emergency Relief Fund

- **Eligibility:** PSUs that received Title I funds in 2020-21
- **Allocations:** PSUs will receive the same proportion of the ESSER III funds that they received for Title I, Part A funds in 2020-21
- **Preliminary Planning Allotments**
- : These are provided by Financial and Business Services.
- **SBE policy:** Includes allowable uses and formula
  - ESSER III PRC181 - COVID Allotment Policy Manual



# Allowable Uses

**ADDRESSING LEARNING LOSS - 20%**



**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**

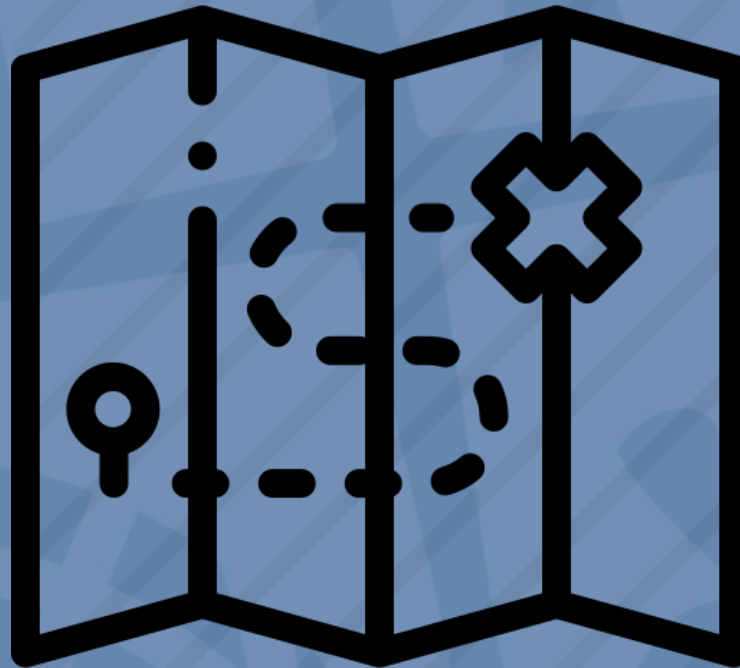
**OTHER ESSA ELIGIBLE ACTIVITIES**





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# Strategic Planning



# Strategic Planning Support

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





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# Application Information



# Application Timeline in CCIP



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



**ESSER III-ARP**  
**Opens week of April 12<sup>th</sup>**  
**Due May 7, 2021\***



**ESSER II Preliminary  
Planning Allotments-  
Click Here**



**ESSER III Preliminary  
Planning Allotments-  
Click Here**



# Application Overview

NCCCIP Home

Administer

Search

Inbox

Planning

Funding

Project Summary

LEA Document Library

Address Book

NCDPI Resources

Help for Current Page

Contact NCDPI

 NCCCIP Sign Out

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## Funding Applications

Regular Local School District - FY 2021


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2021 ▾

All Active Applications ▾

Entitlement Funding Application	Revision	Status	Status Date
<u>American Rescue Plan Act-ESSER III PRC 181</u>		Draft Started	4/7/2021
<u>CARES Act - ESSERF- Exceptional Children Grant</u>	0	NCDPI EC CARES Program Consultant Approved	3/4/2021
<u>Consolidated</u>	2	Revision Started	3/9/2021
<u>CRRSA-ESSER II PRC 171</u>	0	Draft Started	4/6/2021
<u>CTE Local Application</u>	3	NCDPI CTE Local Application Regional Coordinator Returned Not Approved	11/5/2020
<u>Governor's Emergency Education Relief (GEER)</u>	1	Revision Started	3/27/2021
<u>IDEA</u>	1	NCDPI IDEA Program Consultant Approved	1/29/2021

# Application Overview



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

NCCCIP Home

Administer

Search

Inbox

Planning

Funding

Project Summary

LEA Document Library

Address Book

NCDPI Resources

Help for Current Page

Contact NCDPI

NCCCIP Sign Out

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QA  
Session Timeout  
00:59:43

## Sections

Regular Local School District - FY 2021 - American Rescue Plan Act-ESSER III PRC 181 - Rev 0

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Application Status: Draft Started

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Description ( <a href="#">View Sections Only</a> <a href="#">View All Pages</a> )	Validation	Print <input type="checkbox"/> Select Items
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<input type="checkbox"/> History Log		<a href="#">Print</a>
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<input type="checkbox"/> Allotments		<a href="#">Print</a>
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<a href="#">Budget</a>	<a href="#">Messages</a>	<a href="#">Print</a>
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# Application Overview



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

NCCCIP Home

Administer

Search

Inbox

Planning

Funding

Project Summary

LEA Document Library

Address Book

NCDPI Resources

Help for Current Page

Contact NCDPI

NCCCIP Sign Out

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## Budget

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[Download Budget Data] [Expand Budget] [Hide Unbudgeted Categories]

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Total
5000 - Instructional Services	420,196.00	0.00	0.00	0.00	0.00	420,196.00
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	420,196.00	0.00	0.00	0.00	0.00	420,196.00
Adjusted Allocation						840,392.00
Remaining						420,196.00

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# Application Overview



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

NCCIP Home

Administer

Search

Inbox

Planning

Funding

Project Summary

LEA Document Library

Address Book

NCDPI Resources

Help for Current Page

Contact NCDPI

NCCIP Sign Out

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00:59:43

## Sections

Regular Local School District - FY 2021 - American Rescue Plan Act-ESSER III PRC 181 - Rev 0

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<div><div></div>Allotments</div>		<a href="#">Print</a>
<div><div></div>Allotments</div>		<a href="#">Print</a>
<div><div></div>American Rescue Plan Act-ESSER III PRC 181</div>	<a href="#">Messages</a>	<a href="#">Print</a>
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Public Schools of North Carolina

# Application Overview

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

[NCCCIP Home](#)  
[Administer](#)  
[Search](#)  
[Inbox](#)  
[Planning](#)  
[Funding](#)  
[Project Summary](#)  
[LEA Document Library](#)  
[Address Book](#)  
[NCDPI Resources](#)  
[Help for Current Page](#)  
[Contact NCDPI](#)  
[NCCCIP Sign Out](#)

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### Grant Details

Regular Local School District - FY 2021 - American Rescue Plan Act-ESSER III PRC 181 - Rev 0 - American Rescue Plan Act-

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**DIRECTIONS:** To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:

#### Part A: Needs Assessment-PSU Data

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

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

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#### 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 III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

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# Application Overview

## 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, 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;

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

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# Application Overview

\* (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;

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\* (D) Tracking student attendance and improving student engagement in distance education;

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\* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

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## Part D: Other Allowable Uses

In the table that follows, please indicate which other allowable uses from the law you intend to support with ESSER III 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 III 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
<b>FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION:</b> 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>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>
<b>IMPROVE AIR QUALITY:</b> 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>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>

# Application Overview

- Answer Yes or No
  - Yes-All other fields are required
  - No-Move to next allowable use
- Briefly describe use of funds to be used to support the Allowable Uses
- Timeline
- Impact Measures
- Total Amount for Each Allowable Use
  - Total at bottom of table must equal allocation amount for PSU



# Application Overview

<b>COORDINATION OF PREPAREDNESS AND RESPONSE:</b> 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 checked="" type="radio"/> No	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	<div>\$</div> <div></div>
<b>PROVIDING PRINCIPALS/LEADERS WITH RESOURCES:</b> Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.	* <input type="radio"/> Yes <input checked="" type="radio"/> No	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	<div>\$</div> <div></div>
<b>ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS:</b> 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 checked="" type="radio"/> No	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	<div>\$</div> <div></div>
<b>IMPROVING PREPAREDNESS AND RESPONSE:</b> Developing and implementing procedures and systems to improve preparedness and response efforts.	* <input type="radio"/> Yes <input checked="" type="radio"/> No	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	<div>\$</div> <div></div>

# Application Overview

<b>TRAINING TO MINIMIZE VIRUS TRANSMISSION:</b> 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>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>
<b>SUPPLIES TO SANITIZE AND CLEAN:</b> 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>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>
<b>LONG-TERM CLOSURE ACTIVITIES:</b> 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	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>
<b>EDUCATION TECHNOLOGY:</b> 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	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>





# Application Overview

<b>MENTAL HEALTH SERVICES:</b> Providing mental health services and supports.	* <input type="radio"/> Yes <input type="radio"/> No	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>
<b>SUMMER LEARNING:</b> 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 <input type="radio"/> No	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>
<b>OTHER ESSA ELIGIBLE ACTIVITIES:</b> 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.	* <input type="radio"/> Yes <input checked="" type="radio"/> No	<div></div> <div>Check Spelling</div> <div>0 of 1000 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 100 characters</div>	<div></div> <div>Check Spelling</div> <div>0 of 500 characters</div>	\$ <div></div>
<div></div> <div>Total ESSER III Allotment</div>					\$ <div>0.00</div>



# Application Overview


## Part E: Assurances

Check all assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

- \* ☐ Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
- \* ☐ At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
- \* ☐ Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
- \* ☐ 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).
- \* ☐ Funds shall not be transferred into or out of this allotment category.
- \* ☐ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**  
An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.



# Application Overview

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

NCCIP Home

Administer ▶

Search ▶

Inbox ▶

Planning ▶

Funding ▶

Project Summary

LEA Document Library

Address Book

NCDPI Resources

Help for Current Page

Contact NCDPI

NCCIP Sign Out

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Session Timeout  
00:59:43

## Sections

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - American Rescue Plan Act-ESSER III PRC 181 - Rev 0

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<a href="#">Related Documents</a>	<a href="#">Messages</a>	
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All	<a href="#">Messages</a>	<a href="#">Print</a>



# Application Overview

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

[NCCCIP Home](#)  
[Administer](#)  
[Search](#)  
[Inbox](#)  
[Planning](#)  
[Funding](#)  
[Project Summary](#)  
[LEA Document Library](#)  
[Address Book](#)  
[NCDPI Resources](#)  
[Help for Current Page](#)  
[Contact NCDPI](#)  
[NCCCIP Sign Out](#)  
[ChiefAdmin, Train1\\_010](#)  



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Session Timeout  
00:59:47

## Related Documents

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - American Rescue Plan Act-ESSER III PRC 181 - Rev 0 - American Rescue Plan Act-ESSER III PRC 181

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Go To

Required Documents		
Type	Document Template	Document/Link
Debarment Certification [Upload 1 document(s)]	 <a href="#">NC Debarment Certification 2020-2021</a>	<a href="#">[Update]</a>   <a href="#">[Delete]</a>    <a href="#">21</a>

Optional Documents		
Type	Document Template	Document/Link
Other ESSER III Collaborative Agreement(s) with External Organizations - TEMPLATE NOT PROVIDED [Upload up to 3 document(s)]	N/A	<a href="#">Upload New</a>

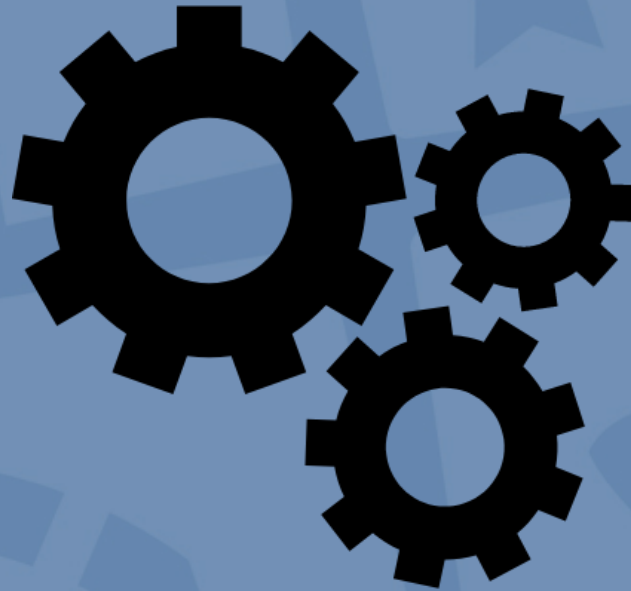
# Next Steps





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), CRRSA (ESSER II),  
ARPA (ESSER III)**

## **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-Fiscal

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

The purpose of these reviews are to ensure :

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

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



# 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

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### 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

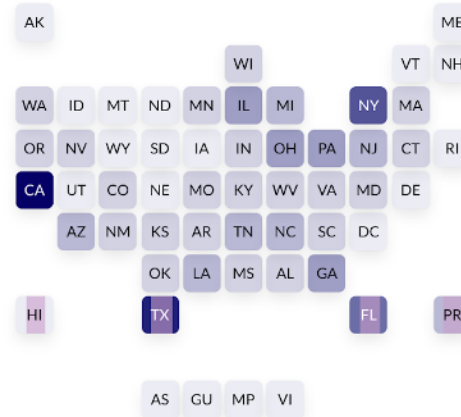
HEER

*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

**ESSER III-ARPA (PRC 181)**

**Questions?**