

Default**ESSER Year 4 Annual PSU Survey**

Required Respondents: This survey is required to be completed by all public school units.

Purpose: This survey is to collect data required from all states that received Elementary and Secondary School Emergency Relief funds under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (ESSER I), the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (ESSER II), or the American Rescue Plan Act (ARP ESSER / ESSER III). The data shall be submitted to the United States Department of Education. (Please note, the survey includes references to the USED documents for internal reference purposes. The PSU does not need to go to or use the USED survey to complete the required survey.)

Data Prepared by DPI: The data provided by DPI will not need to be entered directly into this survey. It will be provided directly to the USED. Below contains the list of the USED required data:

Provide ESSER I, II, and III SEA Reserve Fund:

1. total allotted,
2. total amount expended in FY 2022-2023,
3. total expenditures for prior reporting periods (for FY20, FY21, FY22) and
4. remaining balance.

The data to be provided to USED by DPI can be found in the following link: [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA.](#)

In the same link, you can find the 'Chart of Account (COA) Map'. The information on this page was used to align fund data to the USED Survey categories and activities.

You may need to refer to the data to answer questions in the survey. In the survey, we will indicate when you need to utilize this data.

Due date: Responses are due by **noon on May 28, 2024.**

Contact: For questions, please contact olr-esser-support@dpi.nc.gov.

Select the Charter, Regional, or Laboratory School

Please enter contact information of person completing this survey:

First Name

Last Name

Job Title

Telephone Number

Work Email Address

Definitions

Note: If you need to skip between sections to complete this survey, please use the Table of Contents menu to navigate to that section.

Definitions

ARP - American Rescue Plan Act of 2021

ARP ESSER - Elementary and Secondary School Emergency Relief fund authorized under section 2001 of the American Rescue Plan Act of 2021

Awarded- An SEA awards funds when it makes a subgrant to an LEA or, in the case of the SEA Reserve, when it enters into a subgrant or contract with a subrecipient.

CARES (ESSER I) - Coronavirus Aid, Relief, and Economic Security Act

CRRSA (ESSER II) - Coronavirus Response and Relief Supplemental Appropriations

ESSER I - (CARES) Elementary and Secondary School Emergency Relief fund authorized under Section 18003 of Division B of the Coronavirus Aid Relief, and Economic Security (CARES) Act

ESSER II - (CRRSA) Elementary and Secondary School Emergency Relief fund authorized under Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

Evidence-based - The ARP Act defines the term “evidence-based” as having the meaning in section 8101(21) of the ESEA. Accordingly, “evidence-based” includes several tiers of evidence. Specifically, “evidence-based,” when used with respect to an SEA, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - Strong evidence from at least one well-designed and well-implemented experimental study (“tier 1”);
 - Moderate evidence from at least one well-designed and well-implemented quasi experimental study (“tier 2”); or
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (“tier 4”).

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based.

Expended - The actual spending of money; an outlay. For purposes of this reporting, reimbursements that are made in the

current reporting period that reimburse expenditures made prior to the start of the reporting period and on or after March 13, 2020, are considered “expenditures” for this reporting period.

Full-Service Community School - The term “full-service community school” means a public elementary school or secondary school that—participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.

G5 - U.S. Department of Education’s grant management and payment system

LEA - Local Educational Agency

Planned Uses of Funds - Remaining funds that have been earmarked or budgeted for specific purposes are considered “Planned Uses” of Remaining Funds. The Department acknowledges these plans may change; please provide the State’s most current information regarding budgeted or earmarked uses of remaining funds.

Qualified Educator - For the purposes of this document “qualified” means an educator has met all requirements to earn a State license or certification in the area they are assigned to teach (and does not include substitute or provisional license or certification).

Remaining Funds - The balance remaining after all expenditures through the end of the reporting period have been subtracted from the total award.

SEA - State Educational Agency

SEA Reserve funds - An SEA may reserve 10 percent or less of its ESSER I and II grants (the “SEA Reserve”), to address emergency needs as determined by the SEA resulting from COVID-19, which may be addressed through the use of subgrants or contracts, and up to ½ of 1 percent of its total ESSER I and II award for administrative costs, which must come from the SEA reserve. An SEA must reserve at least 7 percent of its ARP ESSER award for mandatory set-asides for evidence-based interventions, as described below, and up to 3 percent for emergency needs as determined by the SEA (the “SEA Reserve”). An SEA may also reserve up to ½ of 1 percent of its total ARP ESSER award for administrative costs, which must come from the 3 percent for emergency needs.

State – The 50 States, the District of Columbia, and the Commonwealth of Puerto Rico

Section 1: Identifier Information

Note: If you need to skip between sections to complete this survey, please use the Table of Contents menu to navigate to that section.

If you need to locate the information for the following 3 questions, please see the [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA](#).

For questions, please contact olr-esser-support@dpi.nc.gov.

Enter the DUNS # for your PSU

Enter the Unique Entity ID (SAM) for your PSU

Enter the NCES ID # for your PSU

Section 2: SEA Reserve Awards

Note: If you need to skip between sections to complete this survey, please use the Table of Contents menu to navigate to that section.

For questions, please contact olr-esser-support@dpi.nc.gov.

Section 2: SEA Reserve Awards

The statements in this section are regarding the expenditure of the state reserve funds **(Including all of the following PRCs: ESSER I - PRCs 164, 165, 166, 167, 168; ESSER II - 172, 173, 174, 175, 176, 177, 178; ESSER III - 182, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 201, 202, 203, 204, 205, 206)** between July 1, 2022 and June 30, 2023.

2.1.a. For state reserve funds **(Including all of the following PRCs: ESSER I - 164, 165, 166, 167, 168; ESSER II - 172, 173, 174, 175, 176, 177, 178; ESSER III - 182, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 201, 202, 203, 204, 205, 206)** which strategies did the PSU use to identify which students were disproportionately impacted by the COVID-19 pandemic?
(Reference USED question 2.3b)

True False

a. Student demographic data, such as FRPL eligibility or English learner status

☐☐

	True	False
b. Student academic outcome data, such as academic data from state or local assessments	<input type="radio"/>	<input type="radio"/>
c. Other student outcome data, such as data on students' school experiences and social emotional wellbeing	<input type="radio"/>	<input type="radio"/>
d. Data on the number of days on in-person instruction missed during the 2019-202 and 2020-2021 school years and/or participation rates in remote instruction when offered during school building closures	<input type="radio"/>	<input type="radio"/>
e. Opportunity to learn data, such as access to technology and access to educators, school counselors, and other support staff	<input type="radio"/>	<input type="radio"/>
f. State administrative data, such as unemployment claims	<input type="radio"/>	<input type="radio"/>
g. Health data, such as local COVID-19 infection rate or hospitalizations due to COVID-19	<input type="radio"/>	<input type="radio"/>
h. Stakeholder input	<input type="radio"/>	<input type="radio"/>
i. Other	<input type="radio"/>	<input type="radio"/>

2.1.b. Please specify which other strategies your PSU used to identify students disproportionately impacted by the COVID-19 pandemic [**Open ended response- 1,500 character limit**] (Reference USED question 2.3c)

2.2. NOTE: This data will be provided by DPI and will not need to be entered directly into this survey.

Provide ESSER I, II, and III SEA Reserve Fund:

1. total allotted,
2. total amount expended in FY 2022-2023,
3. total expenditures for prior reporting periods (for FY20, FY21, FY22) and
4. remaining balance.

The data to be provided to USED by DPI can be found in the following link: [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA.](#)

On the 'PSU Selection' tab, select your PSU from the dropdown list to see the data that DPI will provide to USED.

In the same link, you can find the tab at the top of the page titled 'Chart of Account (COA) Map'. The information on this page was used to align fund data to the USED Survey categories and activities.

2.3. ESSER I, II, and III SEA Reserve Awards to PSUs

In the table below, please indicate the uses of the ESSER SEA reserve funds. Please note that the ESSER SEA Reserve Funds include **all ESSER PRCs except PRCs 163, 171, and 181 (Reference USED question 2.4)**. (True=yes; False=no)

	ESSER I SEA Reserve Funds	ESSER II SEA Reserve Funds	ARP ESSER SEA Reserve Funds for Other Use
a. Addressing Physical Health and Safety	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Meeting Students' Academic, Social, Emotion, and Other Needs (Excluding Mental Health Supports)	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Mental Health Supports for Students and Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Operational Continuity and Other Uses	<input type="text"/>	<input type="text"/>	<input type="text"/>

2.4a Select which ESSER funds your PSU has remaining. Please note that the ESSER SEA Reserve Funds include ***all ESSER PRCs except PRCs 163, 171, and 181.***

(Reference USED questions 2.4b, 2.5b, 2.6b)

Note: Please refer to relevant data in the following link to identify the amounts remaining in the ESSER SEA Reserve Funds: [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA.](#)

- ☐ ESSER I SEA Reserve Awards
☐ ESSER II SEA Reserve Awards
☐ ESSER ARP Reserve Awards

2.4b Planned Uses of Remaining ESSER I SEA Reserve Awards to PSUs

In the table below, please indicate the planned use for any remaining ESSER SEA reserve funds as a percent (%). Please note that the ESSER SEA Reserve Funds include ***all ESSER PRCs except PRCs 163, 171, and 181.***

(Reference USED questions 2.4b, 2.5b, 2.6b)

Note: Categories must sum to 100% of remaining funds. Please refer to relevant data in the following link to identify the amounts remaining in the ESSER SEA Reserve Funds: [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA.](#)

ESSER I SEA Reserve Funds

a. Addressing Physical Health and Safety	<input type="text"/> 0 %
b. Meeting Students' Academic, Social, Emotion, and Other Needs (Excluding Mental Health Supports)	<input type="text"/> 0 %
c. Mental Health Supports for Students and Staff	<input type="text"/> 0 %
d. Operational Continuity and Other Uses	<input type="text"/> 0 %
e. Not Yet Planned for Specific Use	<input type="text"/> 0 %

ESSER I SEA Reserve Funds

#Conjoint, Total#

 %**2.4c Planned Uses of Remaining ESSER II SEA Reserve Awards to PSUs**

In the table below, please indicate the planned use for any remaining ESSER SEA reserve funds as a percent (%). Please note that the ESSER SEA Reserve Funds include **all ESSER PRCs except PRCs 163, 171, and 181.**

(Reference USED questions 2.4b, 2.5b, 2.6b)

Note: Categories must sum to 100% of remaining funds. Please refer to relevant data in the following link to identify the amounts remaining in the ESSER SEA Reserve Funds: [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA.](#)

ESSER II SEA Reserve Funds

a. Addressing Physical Health and Safety

 %

b. Meeting Students' Academic, Social, Emotion, and Other Needs (Excluding Mental Health Supports)

 %

c. Mental Health Supports for Students and Staff

 %

d. Operational Continuity and Other Uses

 %

e. Not Yet Planned for Specific Use

 %

#Conjoint, Total#

 %**2.4d Planned Uses of Remaining ESSER ARP SEA Reserve Awards to PSUs**

In the table below, please indicate the planned use for any remaining ESSER SEA reserve funds as a percent (%). Please note that the ESSER SEA Reserve Funds include **all ESSER PRCs except PRCs 163, 171, and 181.**

(Reference USED questions 2.4b, 2.5b, 2.6b)

Note: Categories must sum to 100% of remaining funds. Please refer to relevant data in the following link to identify the amounts remaining in the ESSER SEA Reserve Funds: [ESSER](#)

YEAR 4 ALLOTMENT AND EXPENDITURE DATA.

ARP ESSER SEA Reserve Funds for Other Use

a. Addressing Physical Health and Safety	<input type="text" value="0"/> %
b. Meeting Students' Academic, Social, Emotion, and Other Needs (Excluding Mental Health Supports)	<input type="text" value="0"/> %
c. Mental Health Supports for Students and Staff	<input type="text" value="0"/> %
d. Operational Continuity and Other Uses	<input type="text" value="0"/> %
e. Not Yet Planned for Specific Use	<input type="text" value="0"/> %
#Conjoint, Total#	<input type="text" value="0"/> %

Section 3: Mandatory Subgrants to PSUs

Note: If you need to skip between sections to complete this survey, please use the Table of Contents menu to navigate to that section.

For questions, please contact olr-esser-support@dpi.nc.gov.

Section 3: Mandatory Subgrants to PSUs

3.1a Select which of the remaining mandatory subgrants (**PRCs 163, 171, and 181 only**) that you have funds remaining.

- ☐ ESSER I
☐ ESSER II
☐ ESSER III

3.1.b. The following statements are regarding the planned use of the remaining mandatory subgrant, **PRC 163 only**, beyond **June 30, 2023**. The amounts should be entered as a percentage and the percentage for each column should total 100%. If there is no plan to expend funds from the identified category, then place a zero (0) in the column. The exception to this is if no funds remained beyond June 30, 2022, in which case zero (0) would be entered for each response in the column. (**Reference USED question 3.b3, 3.b4, 3.b5**)

Note: Categories must sum to 100% of remaining funds. Please

refer to relevant data in the following link to identify the amounts remaining in the ESSER SEA Reserve Funds: [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA](#).

ESSER I - CARES

a. % Remaining funds planned for addressing Physical Health and Safety	<input type="text" value="0"/>	%
b. % Remaining funds planned for meeting students' academic, social, emotional, and other needs (excluding mental health supports)	<input type="text" value="0"/>	%
c. % Remaining funds planned for mental health supports for students and staff	<input type="text" value="0"/>	%
d. % Remaining funds planned for operational continuity and other uses	<input type="text" value="0"/>	%
e. % Remaining funds not yet planned for specific use	<input type="text" value="0"/>	%
#Conjoint, Total#	<input type="text" value="0"/>	%

3.1.c. The following statements are regarding the planned use of the remaining mandatory subgrant, **PRC 171 only**, beyond **June 30, 2023**. The amounts should be entered as a percentage and the percentage for each column should total 100%. If there is no plan to expend funds from the identified category, then place a zero (0) in the column. The exception to this is if no funds remained beyond June 30, 2022, in which case zero (0) would be entered for each response in the column. **(Reference USED question 3.b3, 3.b4, 3.b5)**

Note: Categories must sum to 100% of remaining funds. Please refer to relevant data in the following link to identify the amounts remaining in the ESSER SEA Reserve Funds: [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA](#).

ESSER II - CRRSA

a. % Remaining funds planned for addressing Physical Health and Safety	<input type="text" value="0"/>	%
b. % Remaining funds planned for meeting students' academic, social, emotional, and other needs (excluding mental health supports)	<input type="text" value="0"/>	%
c. % Remaining funds planned for mental health supports for students and staff	<input type="text" value="0"/>	%
d. % Remaining funds planned for operational continuity and other uses	<input type="text" value="0"/>	%
e. % Remaining funds not yet planned for specific use	<input type="text" value="0"/>	%
#Conjoint, Total#	<input type="text" value="0"/>	%

3.1.d. The following statements are regarding the planned use of the remaining mandatory subgrant, **PRC 181 only**, beyond **June 30, 2023**. The amounts should be entered as a percentage and the percentage for each column should total 100%. If there is no plan to expend funds from the identified category, then place a zero (0) in the column. The exception to this is if no funds remained beyond June 30, 2022, in which case zero (0) would be entered for each

response in the column. **(Reference USED question 3.b3, 3.b4, 3.b5)**

Note: Categories must sum to 100% of remaining funds. Please refer to relevant data in the following link to identify the amounts remaining in the ESSER SEA Reserve Funds: [ESSER YEAR 4 ALLOTMENT AND EXPENDITURE DATA](#).

ESSER III - ARP	
a. % Remaining funds planned for addressing Physical Health and Safety	<input type="text" value="0"/> %
b. % Remaining funds planned for meeting students' academic, social, emotional, and other needs (excluding mental health supports)	<input type="text" value="0"/> %
c. % Remaining funds planned for mental health supports for students and staff	<input type="text" value="0"/> %
d. % Remaining funds planned for operational continuity and other uses	<input type="text" value="0"/> %
e. % Remaining funds not yet planned for specific use	<input type="text" value="0"/> %
#Conjoint, Total#	<input type="text" value="0"/> %

3.2 Indicate whether any ESSER funds (all ESSER PRCs included) were used for any of the following between **July 1, 2022** and **June 30, 2023**. In this series, True = Yes and False = No **(Reference USED question 3.b6)**

	True	False
a. Promoting Vaccination	<input type="radio"/>	<input type="radio"/>
b. Consistent and correct mask use	<input type="radio"/>	<input type="radio"/>
c. Physical distancing	<input type="radio"/>	<input type="radio"/>
d. Screening testing to promptly identify cases, clusters, and outbreaks	<input type="radio"/>	<input type="radio"/>
e. Ventilation	<input type="radio"/>	<input type="radio"/>
f. Hand washing and respiratory etiquette	<input type="radio"/>	<input type="radio"/>
g. Staying home when sick and getting tested	<input type="radio"/>	<input type="radio"/>
h. Contact tracing	<input type="radio"/>	<input type="radio"/>
i. Cleaning and disinfection	<input type="radio"/>	<input type="radio"/>

3.3. Were any ESSER funds used to provide home internet access for any students between **July 1, 2022** and **June 30, 2023**? True = Yes and False = No **(reference USED question 3.b7)**

- ☐ True
☐ False

3.3.a. What types of home Internet services were provided by the district using ESSER funds? In this series, True = Yes and False =

No. (Reference USED question 3.b7)

	True	False
a. Mobile hotspots with paid data plans	<input type="radio"/>	<input type="radio"/>
b. Internet connected devices with paid data plans	<input type="radio"/>	<input type="radio"/>
c. District pays for the cost of home internet subscription for student	<input type="radio"/>	<input type="radio"/>
d. District provides home internet access through a district-managed wireless network	<input type="radio"/>	<input type="radio"/>
e. Other	<input type="radio"/>	<input type="radio"/>

3.3.b. If you answered True to "Other" in the question "e" above, please provide a description of other internet services:

3.4. Were any ESSER funds used to seek reengagement of students with poor attendance or participation? True = Yes and False = No **(Reference USED question 3.b8)**

- ☐ True
☐ False

3.4.a. How were ESSER funds used to seek reengagement of students with poor attendance or participation? In this series, True = Yes and False = No **(Reference USED question 3.b9)**

	True	False
a. Direct outreach to families	<input type="radio"/>	<input type="radio"/>
b. Engaging the school district homeless liaison	<input type="radio"/>	<input type="radio"/>
c. Partnering with community-based organizations	<input type="radio"/>	<input type="radio"/>
d. Offering home internet service and/or devices	<input type="radio"/>	<input type="radio"/>
e. Implementing new curricular strategies to improve student engagement	<input type="radio"/>	<input type="radio"/>
f. Offering credit recovery and/or acceleration strategies	<input type="radio"/>	<input type="radio"/>
g. Other	<input type="radio"/>	<input type="radio"/>

3.4.b. If you answered True to "Other" in question "g" above, please provide a description of other reengagement strategies:

3.5 Indicate the total number of these specific positions supported with any of the ESSER funds for the following positions for the reporting period. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds. (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants) **(Reference USED question 3.b10):**

See guidance for suggested mapping.

	# Positions
a. Special educators and related services personnel	<input type="text"/>
b. Paraprofessionals	<input type="text"/>
c. Bilingual or English as a second language educators	<input type="text"/>
d. School counselors, school psychologists and/or social workers	<input type="text"/>
e. Nurses	<input type="text"/>
f. Short term contractors	<input type="text"/>
g. Classroom educators, not covered by previous categories	<input type="text"/>
h. Support personnel, not covered by previous categories	<input type="text"/>
i. Administrative staff, not covered by previous categories	<input type="text"/>

3.6 Were any ESSER funds allocated to schools between July 1, 2022 and June 30, 2023? True = Yes and False = No **(Reference USED question 3.c)**

- ☐ True
- ☐ False

3.6.a. Indicate the criteria used to allocate funds to schools within the PSU: In this series, True = Yes and False = No. **(Reference USED question 3.c)**

	True	False
a. Flat amount per school or per pupil	<input type="radio"/>	<input type="radio"/>
b. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners	<input type="radio"/>	<input type="radio"/>
c. Number or proportion of students at the school who are eligible for Free or Reduced-Price lunch and/or other indicators of low-income background	<input type="radio"/>	<input type="radio"/>
d. Measure(s) of lost instructional time ("learning loss")	<input type="radio"/>	<input type="radio"/>
e. Stakeholder or community input	<input type="radio"/>	<input type="radio"/>
f. Title I status	<input type="radio"/>	<input type="radio"/>
g. Other data	<input type="radio"/>	<input type="radio"/>

3.6.c. If you answered True to "Other data" in question "g" above, please provide a description of other data used:

Section 4 ARP ESSER Mandatory Subgrants to PSUs (Learning Loss)

Note: If you need to skip between sections to complete this survey, please use the Table of Contents menu to navigate to that section.

For questions, please contact olr-esser-support@dpi.nc.gov.

Section 4 ARP ESSER Mandatory Subgrants to PSUs, Reserve to Address Impact of Learning Loss

4.1a. Did you receive PRC 181?

- ☐ Yes
☐ No

4.1b. How is your PSU keeping track of 20% set aside expenditures internally? **(OLR Specific Question)**

4.2.a. The total amount reserved by the PSU to address the impact of learning loss *(note: this value must be at least 20% of value reported by DPI ARP ESSER)*. **(Reference USED question 3.d1):**

20% of value reported by DPI

Total amount reserved by the PSU to address the impact of learning loss

\$

4.2.b. Please enter the total expenditures of ARP ESSER LEA Reserve between **July 1, 2022** and **June 30, 2023** **(Reference USED question 3.d2):**

Please see the guidance document for additional information.

Amount of total expenditures

Total expenditures of ARP ESSER LEA Reserve between July 1, 2022 and June 30, 2023

\$

4.2.c. On the following table, please provide the amount expended from the ARP ESSER LEA reserve between **July 1, 2022** and **June 30, 2023** to satisfy the PSU's mandatory set-aside requirements of ARP ESSER funds. Please note that the total amount of these expenditures should equal the total amount that you entered in your response to question 4.2.b. **(Reference USED question 3.d3)**

Amount Expended

a. Summer learning or summer enrichment	\$ <input type="text" value="0"/>
b. Afterschool programs	\$ <input type="text" value="0"/>
c. Extended Instructional Time (school day, school week, or school year)	\$ <input type="text" value="0"/>
d. Tutoring	\$ <input type="text" value="0"/>
e. Additional Classroom Teachers	\$ <input type="text" value="0"/>
f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports) for students, educators and/or families	\$ <input type="text" value="0"/>
g. Other additional staffing and/or activities to assess and support mental health needs for students, educators and/or families	\$ <input type="text" value="0"/>

Amount Expended

h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)

\$ 0

i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems

\$ 0

j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services

\$ 0

k. Early childhood programs

\$ 0

l. Curriculum adoption and learning materials

\$ 0

m. Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff

\$ 0

n. Other

\$ 0

#Conjoint, Total#

\$ 0

If you entered an expended amount to "Other" in the question "n" above, please provide a description (**1500 character limit**)

4.2.d. Please describe how the expenditures reported in **4.2.c.** address the disproportionate impact of **COVID-19** on each listed underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA. (**3,000 character limit**)

Section 5: PSU Interventions and Participation

Note: If you need to skip between sections to complete this survey, please use the Table of Contents menu to navigate to that section.

For questions, please contact olr-esser-support@dpi.nc.gov.

Section 5: PSU Interventions and Participation

5.1. How did this PSU use ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID19 pandemic? Mark true/false to each activity below. (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants.) (Reference USED question 4.b1)

	True	False
1. Evidence-based summer learning or summer enrichment programs	<input type="radio"/>	<input type="radio"/>
2. Evidence-based afterschool programs	<input type="radio"/>	<input type="radio"/>
3. Extended Instructional Time (including extended school day, school week, or school year)	<input type="radio"/>	<input type="radio"/>
4. Evidence-based high dosage tutoring	<input type="radio"/>	<input type="radio"/>
5. Early childhood education program expansion or enhancement	<input type="radio"/>	<input type="radio"/>
6. Full-Service Community Schools	<input type="radio"/>	<input type="radio"/>
7. Purchasing educational technology	<input type="radio"/>	<input type="radio"/>

For each activity offered by the PSU, provide the number of eligible students in the PSU and the number of students that participated.

	Is this program available to all students?	If no, indicate the number of students this program serves at full capacity: (#)	Total unique headcount of students that participated in this activity: (#)
1. Evidence-based summer learning or summer enrichment programs	<input type="text" value="v"/>	<input type="text"/>	<input type="text"/>

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in evidence-based summer learning or summer enrichment.

Eligible refers to students within the student group who meet

eligibility criteria for participation, such as belonging to the appropriate grade for the activity. Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.

	# Enrolled eligible students at PSU in subgroup	# Eligible students in subgroup participating
a. Students with one or more disabilities	<input type="text"/>	<input type="text"/>
b. Low-income students	<input type="text"/>	<input type="text"/>
c. English learners	<input type="text"/>	<input type="text"/>
d. Students in foster care	<input type="text"/>	<input type="text"/>
e. Migratory students	<input type="text"/>	<input type="text"/>
f. Students experiencing homelessness	<input type="text"/>	<input type="text"/>
g. Native American or Alaska Native	<input type="text"/>	<input type="text"/>
h. Asian	<input type="text"/>	<input type="text"/>
i. Black or African American	<input type="text"/>	<input type="text"/>
j. Hispanic/Latino	<input type="text"/>	<input type="text"/>
k. Native Hawaiian or other Pacific Islander	<input type="text"/>	<input type="text"/>
l. White	<input type="text"/>	<input type="text"/>
m. Two or more races	<input type="text"/>	<input type="text"/>
n. Other student subpopulation	<input type="text"/>	<input type="text"/>

If you answered "Other student subpopulation" in question above, please specify.

For each activity offered by the PSU, provide the number of eligible students in the PSU and the number of students that participated.

	Is this program available to all students?	If no, indicate the number of students this program serves at full capacity: (#)	Total unique headcount of students that participated in this activity: (#)
2. Evidence-based after school programs	<div><div></div></div>	<input type="text"/>	<input type="text"/>

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in evidence-based after school programs.

Eligible refers to students within the student group who meet

eligibility criteria for participation, such as belonging to the appropriate grade for the activity. Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.

	Enrolled eligible students at PSU in subgroup	Eligible students in subgroup participating
a. Students with one or more disabilities	<input type="text"/>	<input type="text"/>
b. Low-income students	<input type="text"/>	<input type="text"/>
c. English learners	<input type="text"/>	<input type="text"/>
d. Students in foster care	<input type="text"/>	<input type="text"/>
e. Migratory students	<input type="text"/>	<input type="text"/>
f. Students experiencing homelessness	<input type="text"/>	<input type="text"/>
g. Native American or Alaska Native	<input type="text"/>	<input type="text"/>
h. Asian	<input type="text"/>	<input type="text"/>
i. Black or African American	<input type="text"/>	<input type="text"/>
j. Hispanic/Latino	<input type="text"/>	<input type="text"/>
k. Native Hawaiian or other Pacific Islander	<input type="text"/>	<input type="text"/>
l. White	<input type="text"/>	<input type="text"/>
m. Two or more races	<input type="text"/>	<input type="text"/>
n. Other student subpopulation	<input type="text"/>	<input type="text"/>

If you answered "Other student subpopulation" in question above, please specify.

For each activity offered by the PSU, provide the number of eligible students in the PSU and the number of students that participated.

	Is extended instructional time in place at all schools within the PSU?	If no, indicate the unique headcount of students enrolled in schools within the PSU with Mandatory extended instructional time (#)
3. Extended instructional time (including extended school day, school week, or school year)	<div><div></div></div>	<input type="text"/>

Indicate the number students from each student group enrolled in schools with extended instructional time:

Note: the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.

	Enrolled eligible students at PSU in subgroup	Eligible students in subgroup participating
a. Students with one or more disabilities	<input type="text"/>	<input type="text"/>
b. Low-income students	<input type="text"/>	<input type="text"/>
c. English learners	<input type="text"/>	<input type="text"/>
d. Students in foster care	<input type="text"/>	<input type="text"/>
e. Migratory students	<input type="text"/>	<input type="text"/>
f. Students experiencing homelessness	<input type="text"/>	<input type="text"/>
g. Native American or Alaska Native	<input type="text"/>	<input type="text"/>
h. Asian	<input type="text"/>	<input type="text"/>
i. Black or African American	<input type="text"/>	<input type="text"/>
j. Hispanic/Latino	<input type="text"/>	<input type="text"/>
k. Native Hawaiian or other Pacific Islander	<input type="text"/>	<input type="text"/>
l. White	<input type="text"/>	<input type="text"/>
m. Two or more races	<input type="text"/>	<input type="text"/>
n. Other student subpopulation	<input type="text"/>	<input type="text"/>

If you answered "Other student subpopulation" in question above, please specify.

For each activity offered by the PSU, provide the number of eligible students in the PSU and the number of students that participated.

	Is this program available to all students?	If no, indicate the number of students this program serves at full capacity: (#)	Total unique headcount of students that participated in this activity: (#)
4. Evidence-based high dosage tutoring	<div><div></div></div>	<input type="text"/>	<input type="text"/>

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in evidence-based high dosage tutoring:

Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Note: the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.

	# Enrolled eligible students at PSU in subgroup	# Eligible students in subgroup participating
a. Students with one or more disabilities	<input type="text"/>	<input type="text"/>
b. Low-income students	<input type="text"/>	<input type="text"/>
c. English learners	<input type="text"/>	<input type="text"/>
d. Students in foster care	<input type="text"/>	<input type="text"/>
e. Migratory students	<input type="text"/>	<input type="text"/>
f. Students experiencing homelessness	<input type="text"/>	<input type="text"/>
g. Native American or Alaska Native	<input type="text"/>	<input type="text"/>
h. Asian	<input type="text"/>	<input type="text"/>
i. Black or African American	<input type="text"/>	<input type="text"/>
j. Hispanic/Latino	<input type="text"/>	<input type="text"/>
k. Native Hawaiian or other Pacific Islander	<input type="text"/>	<input type="text"/>
l. White	<input type="text"/>	<input type="text"/>
m. Two or more races	<input type="text"/>	<input type="text"/>
n. Other student subpopulation	<input type="text"/>	<input type="text"/>

If you answered "Other student subpopulation" in question above, please specify.

For each activity offered by the PSU, provide the number of eligible students in the PSU and the number of students that participated.

	Did this PSU expand its early childhood program?	If yes, then how many additional students or slots were funded with ESSER I, ESSER II, or ARP ESSER in the most recent school year? Please include students or slots that were fully and partially funded. (#)	Did this PSU enhance its early childhood program?	Total unique headcount of students enrolled an early childhood education program within the PSU: (#)
5. Early childhood education program expansion or enhancement	<div><div></div></div>	<input type="text"/>	<div><div></div></div>	<input type="text"/>

Indicate the number of eligible students from each student group enrolled in an early childhood education program within the PSU below:

Note: the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.

	# Students Enrolled
a. Students with one or more disabilities	<input type="text"/>
b. Low-income students	<input type="text"/>
c. English learners	<input type="text"/>
d. Students in foster care	<input type="text"/>
e. Migratory students	<input type="text"/>
f. Students experiencing homelessness	<input type="text"/>
g. Native American or Alaska Native	<input type="text"/>
h. Asian	<input type="text"/>
i. Black or African American	<input type="text"/>
j. Hispanic/Latino	<input type="text"/>
k. Native Hawaiian or other Pacific Islander	<input type="text"/>
l. White	<input type="text"/>
m. Two or more races	<input type="text"/>
n. Other student subpopulation	<input type="text"/>

If you answered "Other student subpopulation" in question above, please specify.

For each activity offered by the PSU, provide the number of eligible students in the PSU and the number of students that participated.

	How many current full-service community schools received additional services and/or support using these funds?	What is the total enrollment in full-service community schools supported with ESSER funds within this PSU?	How many new or additional full-service community schools were launched using these funds in this PSU?
6. Full-service community schools	<input type="text"/>	<input type="text"/>	<input type="text"/>

For each activity offered by the PSU, provide the number of eligible students in the PSU and the number of students that participated.

	Was educational technology purchased for all students?	If no, indicate the number of students for whom educational technology was purchased: (#)
7. Purchasing educational technology	<div><div></div></div>	<input type="text"/>

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that received or were directly supported by the educational technology:

Eligible refers to students within the student group who meet eligibility criteria for the educational technology, such as belonging to the appropriate grade and/or having a specific need for the educational technology.

	# Enrolled eligible students at PSU in subgroup	# Eligible students in subgroup receiving or supported by the educational technology
a. Students with one or more disabilities	<input type="text"/>	<input type="text"/>
b. Low-income students	<input type="text"/>	<input type="text"/>
c. English learners	<input type="text"/>	<input type="text"/>
d. Students in foster care	<input type="text"/>	<input type="text"/>
e. Migratory students	<input type="text"/>	<input type="text"/>
f. Students experiencing homelessness	<input type="text"/>	<input type="text"/>
g. Native American or Alaska Native	<input type="text"/>	<input type="text"/>
h. Asian	<input type="text"/>	<input type="text"/>
i. Black or African American	<input type="text"/>	<input type="text"/>
j. Hispanic/Latino	<input type="text"/>	<input type="text"/>
k. Native Hawaiian or other Pacific Islander	<input type="text"/>	<input type="text"/>
l. White	<input type="text"/>	<input type="text"/>
m. Two or more races	<input type="text"/>	<input type="text"/>
n. Other student subpopulation	<input type="text"/>	<input type="text"/>

If you answered "Other student subpopulation" in question above, please specify.

5.2. Which intervention(s) has been the most effective in addressing the impact of lost instructional time in your PSU? (OLR Specific Questions)
[Select up to three]

- ☐ Summer learning/enrichment
- ☐ Afterschool programs
- ☐ Extended instructional time
- ☐ Tutoring
- ☐ Additional classroom teachers
- ☐ Additional staffing/activities to support social-emotional well-being (excluding mental health supports)
- ☐ Additional staffing/activities to support mental health needs
- ☐ Additional staffing/activities to identify/respond to unique student needs (including socio-economic/demographic factors)
- ☐ Universal screening, academic assessments, and intervention data systems
- ☐ Improved coordination of services for students with multiple types of needs

- ☐ Early childhood programs
- ☐ Curriculum adoption and learning materials
- ☐ Core staff capacity building (PD)
- ☐ Other

If you answered "Other" in the question above, please provide a description:

5.2.a. Fill in the table below with data that demonstrates the effectiveness of each of the interventions you selected in Q14.
(OLR Specific Question)

	Intervention type (as defined by USED). Select up to three.		Effectiveness
			Relevant data that indicate effectiveness (e.g. 80% of students improved by 10 points from their pre to post assessment)
		Data Sources (e.g. IReady, NC Check Ins, Student Surveys, etc)	
Intervention 1		▼	
Intervention 2		▼	
Intervention 3		▼	

5.3. After ESSER ends, are you planning to sustain (continue) any of the 20% set aside funded interventions? **(OLR Specific Question)**

- ☐ Yes
- ☐ No

5.3.a If yes, which intervention(s) will you sustain **[Select all that apply] (OLR Specific Question)**

- ☐ Summer learning/enrichment
- ☐ Afterschool programs
- ☐ Extended instructional time
- ☐ Tutoring
- ☐ Additional classroom teachers
- ☐ Additional staffing/activities to support social-emotional well-being (excluding mental health supports)
- ☐ Additional staffing/activities to support mental health needs
- ☐ Additional staffing/activities to identify/respond to unique student needs (including socio-economic/demographic factors)
- ☐ Universal screening, academic assessments, and intervention data systems
- ☐ Improved coordination of services for students with multiple types of needs
- ☐ Early childhood programs
- ☐ Curriculum adoption and learning materials

- ☐ Core staff capacity building (PD)
- ☐ Other

If you answered "Other" in the question above, please provide a description:

5.3.a.1 How do you plan to sustain the intervention(s)? **[Select all that apply] (OLR Specific Question)**

- ☐ Blending or braiding funding from multiple sources
- ☐ Other federal grants
- ☐ Other state grants
- ☐ Other foundation or private grants
- ☐ Community partnerships
- ☐ Deselecting other interventions/programs/expenses to pay for the intervention(s)
- ☐ Updating applications for federal entitlement funds (e.g. Title I-A) to use the intervention(s) within these program(s)
- ☐ Other

If you answered "Other" in the question above, please provide a description:

5.3.b If no, why are you choosing not to sustain any of the 20% set aside funded interventions? **[Select all that apply] (OLR Specific Question)**

- ☐ Intervention(s) did not yield intended outcomes
- ☐ Intervention(s) are not cost effective for our PSU
- ☐ Other non- 20% set aside funded interventions are more effective for our students
- ☐ After ESSER, the PSU will no longer have the budget to sustain the intervention(s)
- ☐ Other

5.3.b.1 If you answered "Other" in the question above, please provide why you are choosing not to sustain any of the 20% set aside funded interventions:

Section 6: Full-Time Equivalent (FTE) Positions

Note: If you need to skip between sections to complete this survey, please use the Table of Contents menu to navigate to that section.

For questions, please contact olr-esser-support@dpi.nc.gov.

Section 6: Full-Time Equivalent (FTE) Positions

6.1 Please provide the count of FTE staff assigned to serve each school in this PSU, regardless of funding source, as of **September 30, 2022**. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios. **(Reference USED question 4.c1)**

IMPORTANT: Please download [PSU#_PSUName_FTE Positions](#), enter the data for each school, and reupload using the following naming convention: PSU#_PSU Name_FTE Positions. Example: "010_Alamance-Burlington Schools_FTE Positions". **If you have more schools than the number of available charts in the spreadsheet, please copy/paste the chart and complete it for each additional school in your PSU.**

6.2 Provide the number of full-time equivalent (FTE) positions for the PSU, or non-PSU Entity as **September 30, 2023**. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)* **(Reference USED question 5.a)**

Submit Survey

IMPORTANT - PLEASE READ

The **Table of Contents** will show a checkmark (✓) next to each section that has been viewed. However, this does not mean that you have completed all of the required questions in a section.

Please remember to review each section in the **Table of Contents** to make sure all the questions have been answered before submitting your survey. **DO NOT SUBMIT the survey if you intend to change your answers later** - the survey will automatically save your progress, as long as you access it using the same device.

If all your questions have been answered, please click the **Submit & Exit** button to complete your survey.

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