



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

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ESSER-GEER Monitoring Overview

The federal government responded to the COVID-19 pandemic with three Congressional Acts that authorized funding to help schools prevent, prepare for and respond to the effects of COVID-19. The ESSER-GEER monitoring process developed by the Office of Federal Programs Monitoring (OFP) Division of the Department of Public Instruction focuses on the following grants created by The North Carolina State Board of Education with the funds from these Acts:

- **Elementary and Secondary School Emergency Relief I (ESSER I) from the Coronavirus Aid, Relief, and Economic Security (CARES) Act:**
 - K-12 Emergency Relief Fund, PRC 163 and PRC 164
 - Digital Curricula, PRC 165
 - Canvas Learning Management System, PRC 166
 - Innovative Childcare and Remote Extended Support (ICARES), PRC 168
- **Governor's Emergency Education Relief I (GEER I) Fund from the Coronavirus Aid, Relief, and Economic Security (CARES) Act:**
 - Specialized Instructional Support Personnel, PRC 169
 - Supplemental Instructional Service, PRC 170
- **Elementary and Secondary School Emergency Relief II (ESSER II) from the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act**
 - K-12 Emergency Relief Fund, PRC 171
 - Public School Unit Supplemental Funding, PRC 172
 - Supplemental Contracted Instructional Support, PRC 173
 - School Nutrition, PRC 174
 - Summer Bridge, PRC 176
 - Career Accelerator, PRC 177
 - Competency-Based Assessment, PRC 178
- **Elementary and Secondary School Emergency Relief III (ESSER III) Fund from the American Rescue Plan (ARP) Act**
 - K-12 Emergency Relief Fund, PRC 181
 - Public School Unit Supplemental Funding, PRC 182
 - Summer Career Accelerator Programs, PRC 188
 - Math Enrichment Programs, PRC 189
 - Grants for the Identification and Location of Missing Students, PRC 191
 - Cyberbullying & Suicide Prevention Grants, PRC 192
 - Gaggle Grants, PRC 193
 - Middle School Reading, PRC 197
 - COVID-19 Student Enrollment Increase, PRC 202
 - Teacher Bonuses, PRC 203
 - Driver Training, PRC 205

OFFICE OF FEDERAL PROGRAMS

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The Public School Unit (PSU) staff will be expected to engage in two activities to facilitate the monitoring process: providing requested documentation and participating in an interview with FPMS staff. Each PSU subject to ESSER-GEER monitoring must have a lead administrator who serves as the point of contact for monitoring purposes. Typically, the PSU's director of federal programs is the point of contact. The PSU point of contact is responsible for sharing the monitoring instrument and other pertinent information related to the monitoring event with other staff members who are engaged in the implementation of the grants listed above. While this is not a fiscal monitoring, the PSU's finance office should be represented in this core group of individuals.

All monitoring documentation is due at **5:00 P.M. on the date indicated in the monitoring notification letter**. The PSU will collaborate with their lead federal program administrator to develop an appropriate method of organizing their documentation in folders and sub-folders as needed. If a document supports multiple activities, a copy should be placed in each of the relevant folders.

The interview will take place **on the date indicated in the monitoring notification letter**, at a time arranged by OFP and the PSU. It will be conducted virtually or face-to-face, depending on considerations of safety and logistics. The PSU determines which of its leadership staff should participate in the interview. The participants should be prepared to discuss the implementation of approved activities, evaluation of impact measures, budgets and expenditures. At the conclusion of the interview, OFP staff will share preliminary observations and discuss a timeline for issuance of a monitoring report to the PSU.

ESSER-GEER Monitoring Instrument

ESSER-GEER Elements		
Indicator	Supporting Documentation to be Submitted	Interview Questions
<p>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.</p>	<p>For each <u>activity</u> identified in the PRC application please provide one or more of the following:</p> <ul style="list-style-type: none"> • Job descriptions that include responsibilities, relevant dates and qualifications • Service agreements that include relevant dates, dollar amounts and descriptions of responsibilities • Contracts that include relevant dates, dollar amounts and descriptions of services • Rental/lease or service agreements with relevant dates, dollar amounts with description of goods or services • Membership statements or agreements (e.g., for professional organization) • Insurance agreements or policies • Agenda or descriptions of PD events or programs shared with staff • General tutoring or intervention schedule of the program or service shared with parents and/or teachers • Description of a tutoring or intervention program or service shared with parents and/or teachers. <p>NOTE: Please exclude, omit or redact student names from the documentation shared with OFP.</p>	<p>For each <u>PRC</u>:</p> <ul style="list-style-type: none"> • Please briefly describe the activities you are implementing with this PRC, including your timelines. • Are any of these activities not in your approved plans or in approved updates to your plans? If so, which ones? • Have you cancelled any activities that were in the approved application or in any approved updates to your plans? If so, have you communicated that to your designated ESSER program administrator at DPI?
<p>Element 2:_The activities are being monitored by the PSU to measure effectiveness and allow for any needed adjustments.</p>	<p>For each <u>activity</u> identified in the PRC application please provide one or more of the following:</p> <ul style="list-style-type: none"> • Aggregated assessment data • Data showing numbers of students identified in Tiers 1, 2 and 3 of MTSS or other response-to-intervention summaries • Surveys of stakeholders: students, parents, staff, community members, etc. • Participation records for parent education events or other engagement efforts • Usage logs for online services or internet access • Regular school attendance data • Tutoring or after-school attendance data • Discipline records 	<p>For each <u>PRC</u>:</p> <ul style="list-style-type: none"> • What kinds of data sources and monitoring systems have you used, or will you use, to ensure that the activities have been or are being implemented as planned and with the intended impact and/or outcomes? • If activities are still ongoing: Do you have any concerns about successful implementation of any of the activities funded by this PRC? How are you addressing those concerns? How can DPI help?

	<ul style="list-style-type: none"> • Records of contact by social workers, counselors, nurses, psychologists or others who provide services • Records related to the provision of meals during the pandemic. <p>NOTE: Please exclude, omit or redact student names from the documentation shared with OFP.</p>	
<p>Element 3: The approved budgets and expenditures support the plans</p>	<p>For each <u>PRC</u>, please provide:</p> <ul style="list-style-type: none"> • A report showing the PRC budget amount, year-to-date expenditure and balance for each line item identified by purpose code and object code. Other information, such as encumbrance, may also be included in this report. <p>NOTE: This is not a fiscal monitoring; therefore, OFP will not request purchase orders, invoices, time-and-effort reports, payroll records or travel records.</p>	<p>For each <u>PRC</u>:</p> <ul style="list-style-type: none"> • Who monitors the budget amount, expenditure and balance of each line item for your ESSER-GEER grants? • How does the PSU staff ensure that the budgets are being implemented in accordance with the approved activities? • Are the budgets for each of the PRCs currently updated to support the approved activities? • Do you have any issues or concerns about keeping your budgets aligned with your approved activities or applying the correct budget codes? If so, how can DPI help?
<p>Element 4: As applicable, the district notified and invited private schools to consult regarding equitable services and has engaged in appropriate consultation. Any accepted equitable services are being or have been implemented and monitored as agreed upon during consultation. (This element applies only to school districts and PRCs <u>163, 165, 166, 168, 169 and 170.</u>)</p>	<p>For each <u>PRC</u>, please provide, as applicable:</p> <ul style="list-style-type: none"> • Notes from meaningful consultation with private school leaders • Documentation of services provided at a private school (See the Element 1 descriptions above) • Documentation of evaluation of effectiveness of the services at a private school (See the Element 2 descriptions above). <p>NOTE: Please exclude, omit or redact student names from the documentation shared with OFP.</p>	<p>For each <u>PRC</u>:</p> <ul style="list-style-type: none"> • Did you provide the notifications to private schools about the availability of services under these PRCs? • Did any private schools consult with you about possible services? If so, which PRCs were discussed? • During the consultation meetings, did you share the Summary of Topics document and provide information about available services? • Are you implementing equitable services from any of the ESSER-GEER grants? If so, which PRCs are they and what services are you providing from each PRC? • How are you measuring the effectiveness of the services? • How are you tracking the equitable services costs?