# Room 223

## Federal Program Directors Summer Institute
*Federal Program Monitoring and Support Division*

*July 26-28, 2022*

# Welcome

- Welcome!
- Topics covered:
    - SECTION 504
    - ESSER III Continuation Applications – 181
    - ESSER III Budget-Only PRCs
    - ESSER Monitoring and Reporting
    - Documentation
    - COVID/ESSER Spending Visualization Tableau
    - Live Applications: Work Time

# Section 504

# What is Section 504?



- Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits disability discrimination and ensures that students with disabilities have equal access to educational opportunities.

- Section 504 applies to all public schools. It protects both students and staff from discrimination based on disability.

- The law is enforced by the Department of Education's Office of Civil Rights.

# Eligibility Determination and Section 504

A person has a disability if they:

- have a physical or mental impairment that substantially limits a major life activity;

- have a record of such impairment; or

- are regarded as having such an impairment.

# Individual Data Driven Decision-Making



- Aptitude and achievement data
- Teacher and parent feedback/observations
- Adaptive or behavioral observations
- Classroom work samples
- Student records

# Impairments to Major Life Activities



Conditions such as the following may cause an impairment and <u>may</u> result in a disability related to MLAs:

- food allergies
- long COVID symptoms
- asthma (difficulty breathing);
- difficulty concentrating;
- an impaired immune system;
- Crohn's disease;
- diabetes;
- sickle cell anemia;
- attention deficit/hyperactivity disorder;
- mobility or physical limitations;
- irritable bowel disease; and
- "hidden conditions" such as anxiety, depression or phobias (school phobia is common with children).

# Long COVID __can__ produce a combination of symptoms or impairments to MLAs, including:

- Tiredness or fatigue
- Difficulty thinking or concentrating ("brain fog");
- Headache;
- Changes in smell or taste;
- Dizziness on standing (lightheadedness);
- Heart palpitations;
- Chest, stomach, joint or muscle pain;
- Difficulty breathing or shortness of breath;
- Cough;
- Mood changes or irritability
- Fever;
- Pins-and-needles feeling;
- Diarrhea;
- Sleep problems;
- Rash; and
- Autoimmune conditions

# Classroom Accommodations

**Presentation accommodations** (changes the way information is presented)

• Learn content from audiobooks, movies, videos, and digital media instead of or in addition to reading print versions

• Work with fewer items per page or line

• Work with text in a larger print size

• Record a lesson, instead of taking notes

• See an outline of a lesson

• Use visual presentations of verbal material, such as graphic organizers

• Student gets a written list of oral instructions

**Response accommodations** (changes the way a student completes assignments or tests)

• Give responses in a form (spoken or written) that's easier for them

• Mark texts with a highlighter

• Dictate answers to a scribe who writes or types

• Capture responses on an audio recorder

• Use a spelling dictionary or digital spellchecker

• Use a word processor to type notes or give answers in class

• Use a calculator or table of "math facts"

# Classroom Accommodations Continued

**Scheduling and organizational accommodations**

- Extended time to complete an assignment or project

- Take a test in several timed sessions or over several days

- Take sections of a test in a different order

- Take a test at a specific time of day

- Use an alarm to help with time management

- Use a planner or organizer to help coordinate assignments

Source: understand.org

# Frequent Questions

- **Does NCDPI have a recommended Section 504 template (form) schools can use?** NC does not have a common state form. Generally, public school units (PSUs) create a template or form that meets the legal requirements of the federal law (34 C.F.R. 104.35) and their individual needs. The 504 forms used across the state vary in complexity and style (checklists with narratives to IEP style forms).

- **Is there common terminology used for accommodations.** There is no prescribed terminology, however, it is best to avoid jargon and abbreviations that are not familiar to parents, substitutes or non-educators. The 504 team should be as specific as possible in describing how accommodations are to be provided and under what conditions. Examples: Jon will be given extended time when assignments or tests have lengthy reading passages and/or require written narrative responses. Jon will be provided access to a Spellex or digital dictionary when completing written assignments in class. Jon will be provided seating near the front of the class to reduce eye strain, increase attentiveness and time on task.

- **Can academic and behavioral interventions be put into a Section 504 plan?** Yes

- **Do we need documentation of a medical diagnosis to create a Section 504 plan?** No

- **Is there a recommended protocol to be followed before considering the need for a Section 504 plan (ex; trial period of accommodation use)?** Generally, for academic accommodations schools should follow their established protocol for referrals, record review and the provision of interventions. Talking with the student, parent and classroom teachers is always a good starting place. Physical accommodations are usually addressed by consulting with the student, prior teachers, OT, PT, nurse, and reviewing educationally relevant medical data and recommendations provided by parents.

# More Questions

- **What percentage of students in a PSU typically require a Section 504 plan to be developed?** Nationwide, students served solely under Section 504 plans represent 1.5 percent of overall student enrollment. Male students (62.3%) are more frequently identified and served than female students(37.7%).

- **What is the difference between an Individual Health Plan (IHP) and a 504 Plan.** IHPs are for addressing a student's medical needs and may also be part of a student's 504 Plan. An IHP is a plan that considers how to deal with what might happen with a student medically while the student is in school. Generally, medical plans are overseen and developed by medical/nursing staff (administration of medication, catherization, provision of special diet etc.). 504 Plans address the accommodations a student needs to have equal access to educational opportunity.  A multidisciplinary 504 team determines when a 504 Plan is needed and the content and type of things to be included in the plan.

- **How can schools ensure that accommodations continue to be implemented throughout the school year?** Schools should develop implementation protocols and maintain documentation of implementation. Principals, instructional coaches, and teachers should be trained and understand what fidelity of implementation looks like in relation to implementing and monitoring Section 504 plans.

- **Once a student is identified as eligible for services under Section 504, is that student always entitled to such services?** Yes, if the student remains eligible. If a school district re-evaluates a student in accordance with the Section 504 regulatory provision at 34 C.F.R. 104.35 and determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or any other major life activity, the student is no longer eligible for services under Section 504.

- **Note: All instructional staff must be held accountable for providing accommodations in the classroom daily, not just on EOGs, EOYs and benchmark tests. Accommodations can not be used on state mandated tests if they are not routinely used for instruction and classroom assessment.**

# ESSER III Continuation Application- PRCs 181 & 182

# ESSER III Continuation Application- PRCs 181 & 182

| PRC | Title | Continuation |
|-----|-------|--------------|
| PRC 181 | K-12 Emergency Relief Fund | Yes |
| PRC 182 | Public School Unit Supplemental Funding | Yes |

- A continuation application requires a carryover budget and amendments.

# 4 Essential Updates

| PRC 181 Continuation | |
|---|---|
| Part A: | Needs Assessment |
| Part B: | Data Analysis |
| Part C: | Addressing Learning Loss |
| Part D: | Allowable Use Table |

UPDATE STATUS
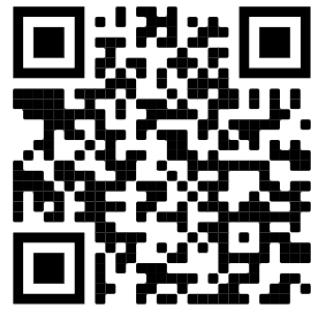
# Part A: Needs Assessment
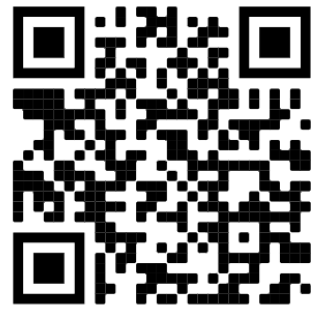
# Part A: Needs Assessment

## Part A: Key Details

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

\* In the space below provide data the PSU will use to deter[m]... person instruction.

Include 1) A description of the processes used, and groups ... stakeholders. 2) How the PSU intends to assess and addre...

**Data PSU will use to determine its most important educational needs as a result of the disruption in educational services...**

1. **A description of the processes used, and groups involved in the development of the Needs Assessment...**

2. **How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.**

## Part B: Data Analysis

**Part B: Data Analysis**

\* In the space below, provide an analysis of the da

**In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds.**

## Part C: Address Learning Loss

**Part C: Address Learning Loss**

American Rescue Plan Act requires a minimum of 20%

$ 1,573,305.18 * 20% (minimum) of PSU Allocatio

In the required spaces below, provide a detailed descrip students experiencing homelessness, and children and

A. Administering and using high-quality assessments
B. Implementing evidence-based activities
C. Providing information and assistance to parents and families
D. Tracking student attendance and improving student engagement
E. Tracking student academic progress with evaluating

**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.**

## Part C: Address Learning Loss

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$ 1,573,305.18 * 20% (minimum) of PSU Allocati

In the required spaces below, <u>provide a detailed descrip</u> students experiencing homelessness, and children and

**+**

**Part D: Other Allowable Uses**

| | |
|---|---|
| **Total ESSER III Allotment** | $ 4,193,359.88 |

| **Fiscal Information** | | |
|---|---|---|
| | **NCDPI Finance** | **LEA Budget** |
| Allotment Type: | | DPI Allotment |
| Allotment Amount: | $1,918,606.00 | $1,918,606.00 |
| Carryover Amount: | $3,848,059.06 | $3,848,059.06 |
| Allotment Plus Carryover: | $5,766,665.06 | $5,766,665.06 |
| Total Budgeted: | | $5,766,665.06 |
| Total Remaining: | $0.00 | $0.00 |

## Part C + Part D = Total Budgeted

## Part C: Address Learning Loss

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In the required spaces below, <u>provide a detailed descrip</u>
students experiencing homelessness, and children and

**+**

**Part D: Other Allowable Uses**

| | |
|---|---|
| **Total ESSER III Allotment** | $ **4,193,359.88** |

**If Part C doesn't reflect 20% of the PSU's allocation, or Part C + Part D doesn't equal the Total Budgeted, an error message will be displayed.**

**Fiscal Information**

| | NCDPI Finance | LEA Budget |
|---|---|---|
| Allotment Type: | | DPI Allotment |
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| Total Budgeted: | | $5,766,665.06 |
| Total Remaining: | $0.00 | $0.00 |

**Part C + Part D = Total Budgeted**

**FPMS-ARPA ESSER III PRC 181**

| | |
|---|---|
| mount of $5,922,419.00. | Warning |
| ions - TEMPLATE NOT PROVIDED has not | Warning |
| .80) of the total ESSER III PRC 181 | **Error** |
| ng Loss amount ($5,910,203.00) must match | **Error** |

## Part D: Other Allowable Uses

**Part D: Other Allowable Uses**

In the table that follows, please **indicate wh**
timeline for usage of funds, impact measure

| Allowable Use | ESSER III Formula Funds will be used to support this Allowable Use area |
|---|---|
| **FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION:** 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. | * ○ Yes ○ No |

**In the table that follows, please indicate which other allowable uses from the law you intend to support with ESSER III funds.**

- Brief Description

- Timeline

- Impact Measures

- Total Amount of Each Use

# Part D: Amendment Scenario
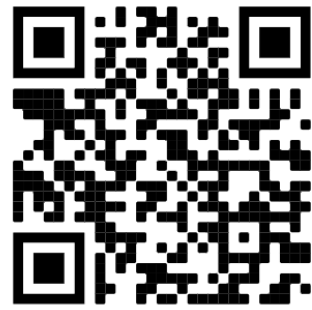
# 4 Essential Updates

| PRC 181 Continuation | | |
|---|---|:---:|
| Part A: | Needs Assessment | ✓ |
| Part B: | Data Analysis | ✓ |
| Part C: | Addressing Learning Loss | ✓ |
| Part D: | Allowable Use Table | ✓ |

**\* Once 4 Essential Updates have been completed, proceed to submitting the Continuation Application.**

COMPLETED COMPLETED COMPLETED

# Continuation Application Process



1. **Click on Grant details**

2. **Select "Copy Previous Fiscal Year Details"**

# ESSER III Budget Only PRCs

*Carryover Budgets Due August 15, 2022*

- PRC 183 – Homeless Funds

- PRC 184 – Homeless Funds

- PRC 191 – Identification & Location of Missing Students

- PRC 192 – Cyberbullying & Suicide Prevention

- PRC 193 - Gaggle

- PRC 195 – School Improvement/Leadership *select PSUs

- PRC 197 – Middle School Reading

- PRC 202 – Student Enrollment Increase

- PRC 203 – State Teacher Bonus

- PRC 205 – Driver Education Programs

# How do you know?

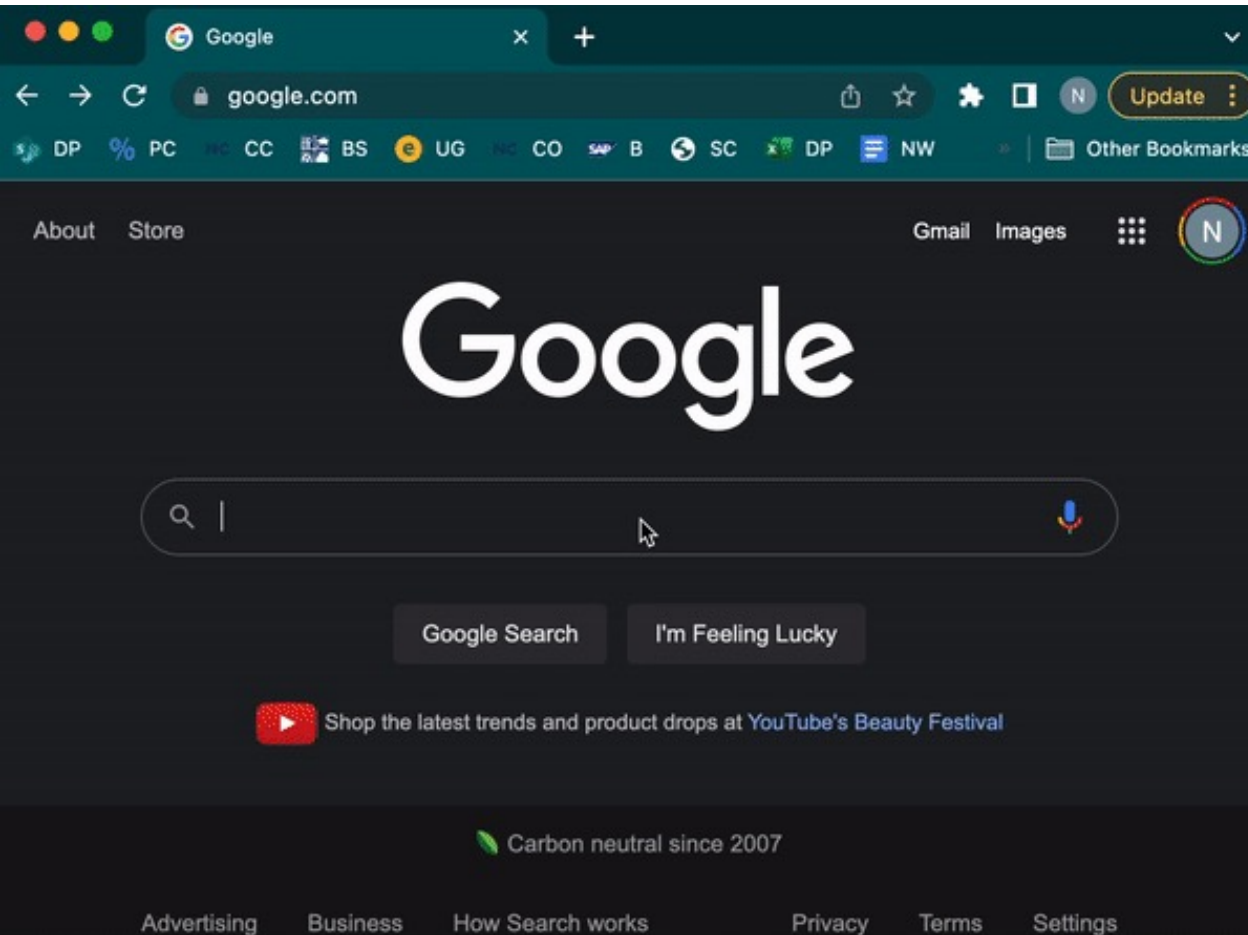# Documenting Changes with Comments in the History Log

# Grant Review

You do...

- Log into CCIP

- Review Budget Only & Continuation Applications

# Allotment Policy Manual
## Location & Navigation



1. Google Search

2. Type: NC DPI Allotment Policy Manual

3. Scroll to PRC of Interest

4. Book for Easy Access

# Allotment Policy Manual
## *Key Details*

**ARP – ESSER III – K-12 EMERGENCY RELIEF FUND (PRC 181)**

PROGRAM REPORT CODE:                          PRC 181
UNIFORM CHART OF ACCOUNTS CODE:        3-XXXX-181-XXX
CFDA #:                                                    84.425U

TYPE:                    Dollars
TERM:                   Funds are available through September 30, 2024
PURPOSE:             The Elementary and Secondary School (K-12) Emergency Relief Fund, authorized by Section 2001 of the American Rescue Plan Act (ARPA) of 2021 is intended to assist eligible public school units during and after the coronavirus pandemic.

ELIGIBILITY:        Public school units including LEAs, charter. lab, regional and innovative schools are eligible to receive funds under the Elementary and Secondary School Emergency Relief Fund. Units that seek funds must complete and submit to NCDPI an application and budget provided by NCDPI and the State Board of Education.

FORMULA:           Allocations to eligible units are made in proportion to the amount of funds such units received under Title I, Part A in the most recent fiscal year.

SPECIAL PROVISION:

1) No less than 90% of the total K-12 Emergency Relief Fund provided to North Carolina shall be allocated as award as subawards to eligible units.

# ESSER Monitoring and Reporting

# Why do we Monitor?

- **Building Relationships** -We're in this together. Our goal is to strengthened and improve the quality of services of all students.

- **Technical Assistance** -We're here to help. We provide technical assistance during the review visit and beyond.

- **Compliance** -It's the law. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

# What to expect…

- 30 Day Prior Notice
- Pre- Monitoring Meeting
- Monitoring Interview
- Documentation
  - Interview
  - Application Review
- Results
  - Meets Requirements
  - Meets Requirements with Recommendations
  - Findings- 30 days to clear findings
- Closing Letter

# Monitoring Rating Rubric

| Meets Requirements | Meets Requirements with Recommendations | Finding | Not Applicable |
|---|---|---|---|
| • Compliance Element is 100% met and supported by all required evidence.<br>• All required documents are provided and support compliance.<br>• Interviews support processes, documentation, and implementation.<br>• Compliance is consistent at district and schools sampled. | • Basic compliance requirements are met; recommendations are provided for improvement. | • Evidence or lack of evidence show compliance element has not been met.<br>• Incomplete or lack of required documentation.<br>• Interviews lack understanding or support of documentation, processes, and implementation.<br>• Compliance is inconsistent at district and schools sampled. | • The PSU is not eligible for the program.<br>• Accountability standard is not applicable.<br>• Program not elected (i.e., preschool, private school participation). |

# Element Overview

| | | |
|---|---|---|
| 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. | Are you doing the activities that were approved? |
| Element 2 | The activities are being or have been monitored by the PSU to measure effectiveness and allow for any needed adjustments. | Are you measuring the impact of the activities? |
| Element 3 | The approved budgets and expenditures support the plans. | Do your budget and expenditures support your approved plans? |
| Element 4 – ESSER / GEER I (Districts) | 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. | Did you notify private schools about Equitable Services and provides services as needed? |

# What do you know?

- Divide the paper in half.
- Create the two columns below.
- Follow the directions as provided.

| Element 1 | Element 2 |
|-----------|-----------|
|           |           |

# The Monitoring Experience

- PRCs to be Monitored:
  - 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

- All documentation is due 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.

# Now What?

- Prepare!
  - Gather Documentation 2020- until

- Review resources and tips
  - [ESSER-GEER MONITORING](#)
  - [ESSER-GEER Monitoring Overview](#)
  - [Notes on Sharing Documents](#)
  - Four Year monitoring Schedule FPMS Handbook p. 38-40

Click to add text
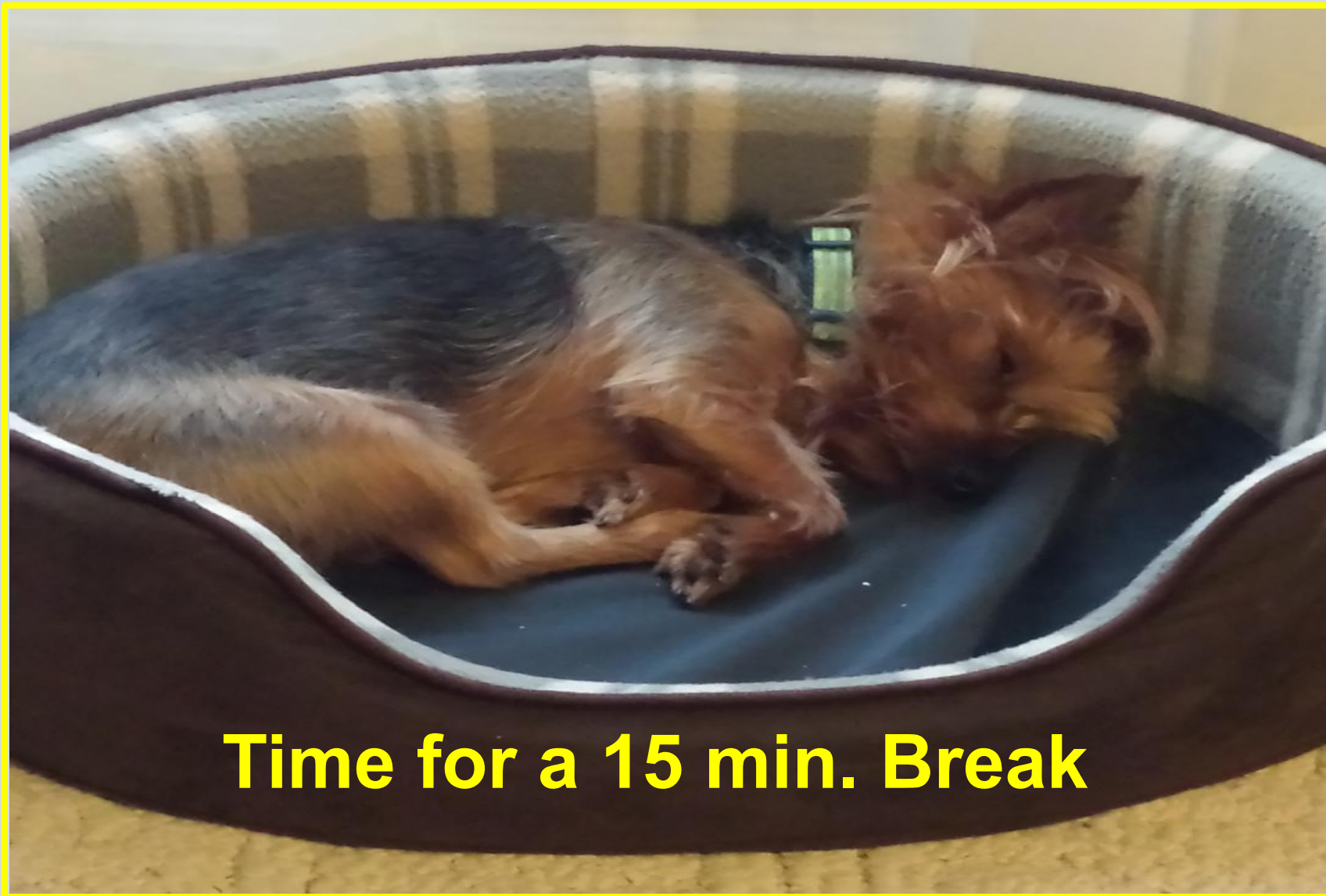
Time for a 15 min. Break

# Documentation

Preparing for your Monitoring Visit

# 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

- Best practice!

- Overview

- Resources

[ESSER-GEER Monitoring Website](#):

- Sample Pre-Monitoring Agenda
- [Monitoring Instrument](#)
- [Notes on Sharing Documents](#)

- ESSER PA "Pre-Monitoring" Video: [https://www.youtube.com/watch?v=bJ_LAnj6XX4](https://www.youtube.com/watch?v=bJ_LAnj6XX4)

# Documentation

- Thorough documentation = Successful monitoring interview.

- Elements 1-4 (HINT: The Monitoring Instrument provides sample interview questions for each Element!)

| Element | Main Documentation |
|---|---|
| Element 1 | Are you implementing the approved activities? |
| Element 2 | Are you monitoring the impact of the activities? |
| Element 3 | Do your budget and expenditures support your approved plans? |
| Element 4 (Charters N/A) | Did you notify privates schools about Equitable Services and provide those as needed? |

- Monitoring Documentation Video: https://www.youtube.com/watch?v=GNIhMZdNecg

# Documentation

**TAKE TEN to become familiar with your resources!**

**Choose a monitoring tool or video to review.**
**Be prepared to share out a take-away!**

[Link to all Resources](#)

# Documenting CHANGES

- For Budget-Only PRCs:

**Application Status:** **NCDPI Budget Approved**

**Change Status To:** Amendment Received

View NCDPI History Log
View Change Log

**Description** ( View Sections Only   View All Pages )

| | |
|---|---|
| | **All** |
| − | **History Log** |
| | History Log |
| | Create Comment |
| − | **Allotments** |
| | Allotments |
| − | **FPMS-CARES ESSER I PRC 163 Budget Only** |
| | Budget |

# Documenting CHANGES

- For Continuation Applications

| 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 FCS 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) |

# COVID-19 Tableau

Allotment and Expenditure Visualization

- State level
- PSU level

# COVID-19 Tableau

- What it is -
  - Visual representation of expenditure and allotment data spreadsheet
  - Can be downloaded to Excel
  - Can be broken into detailed views

[COVID Funds - Financial and Business Services](#)

# Statewide percent of Funds Spent
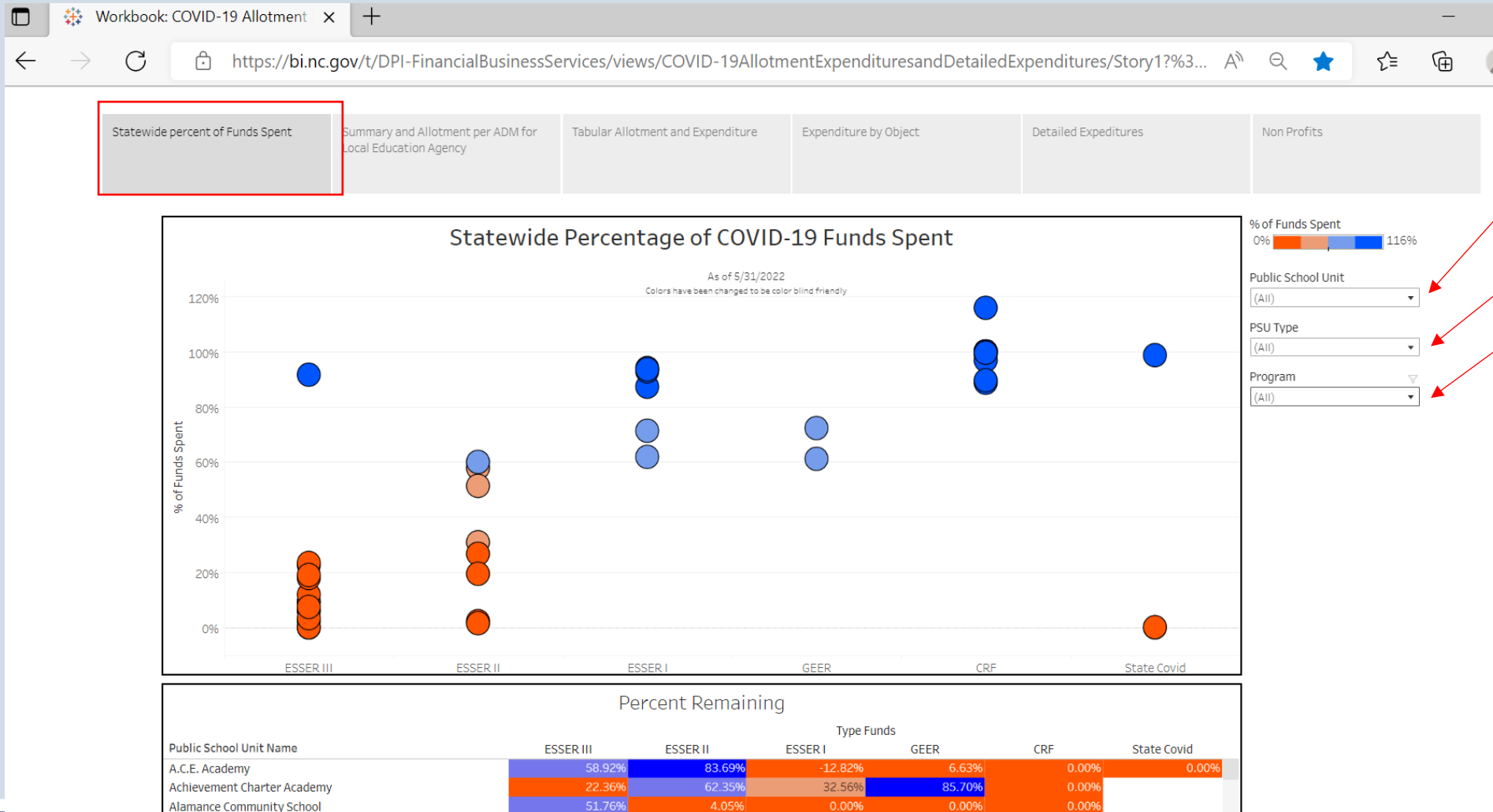
# Summary and Allotment per ADM for Local Education Agency
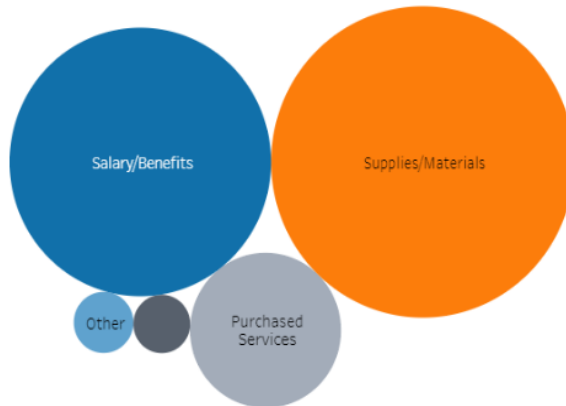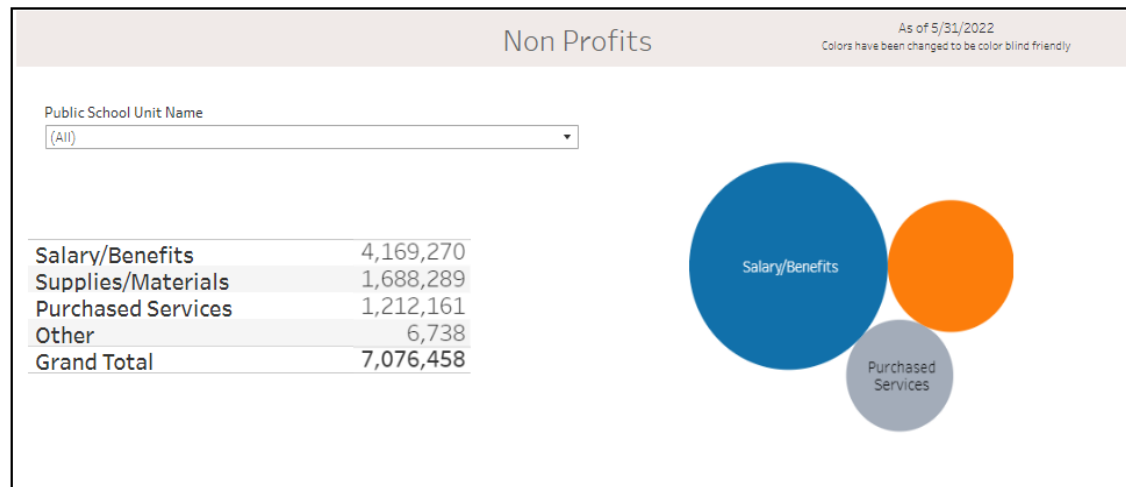
# Tabular Allotment and Expenditure

# Expenditure by Object

As of 5/31/2022
Colors have been changed to be color blind friendly

| | FY2020 Expenditures | FY2021 Expenditures | FY2022 Expenditures | Total Expenditures |
|---|---|---|---|---|
| Salary/Benefits | 440,591 | 68,381,521 | 51,681,224 | 120,503,336 |
| Supplies/Materials | 2,590,730 | 127,893,139 | 31,483,407 | 161,967,276 |
| Purchased Services | 631,764 | 28,682,425 | 10,863,698 | 40,177,888 |
| Capital Outlay | 4,490 | 3,904,525 | 1,787,990 | 5,697,005 |
| Other | 75,860 | 4,591,342 | 1,577,087 | 6,244,289 |
| Grand Total | 3,743,434 | 233,452,953 | 97,393,406 | 334,589,793 |

Select PSU Type
(All)

Select a Public School Unit
(All)
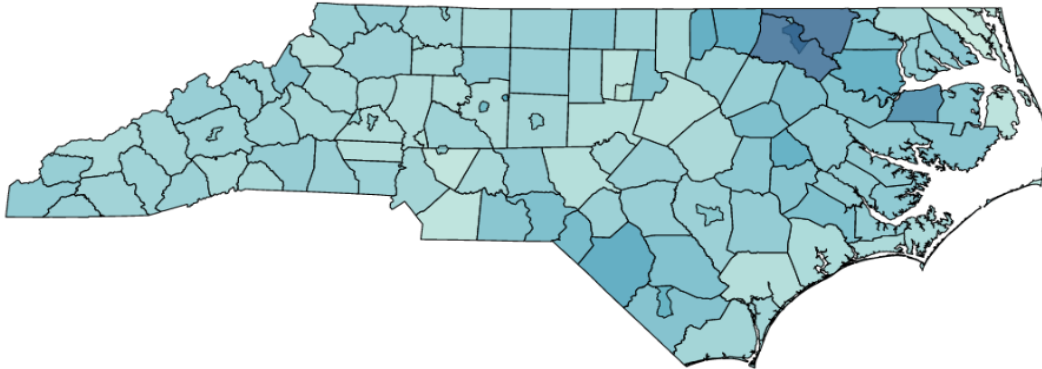
Select a Program
163- ESSER I - CARES Act-K12 Emergency Relief

# Detailed Expenditures

# Non-Profits

# View Live Applications in CCIP and discuss

- Overview
- Breakdown of each section

# ESSER - West

- Julie Higdon – Program Administrator  (Western)
  Julie.Higdon@dpi.nc.gov

- Jessica Duncan – Program Administrator (Piedmont Triad)
  Jessica.Duncan@dpi.nc.gov

- Cindy Hogston – Program Administrator (Southwest)
  Cindy.Hogston@dpi.nc.gov

- Dr. Nick Anderson – Program Administrator (Northwest)
  Nick.Anderson@dpi.nc.gov

# ESSER - East

- Dr. Damesha Smith – Program Administrator (Southeast)
  Damesha.Smith@dpi.nc.gov

- Dylan McNeilly - Program Administrator (Sandhills)
  Dylan.McNeilly@dpi.nc.gov

- Erin Lewis – Program Administrator (North Central)
  Erin.Lewis@dpi.nc.gov

- Allie Evans – Program Administrator (Northeast)
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North Carolina Department of
**PUBLIC INSTRUCTION**