

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 may 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, catheterization, 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

<i>PRC</i>	<i>Title</i>	<i>Continuation</i>
<i>PRC 181</i>	K-12 Emergency Relief Fund	Yes
<i>PRC 182</i>	Public School Unit Supplemental Funding	Yes

- A continuation application requires a carryover budget and amendments.

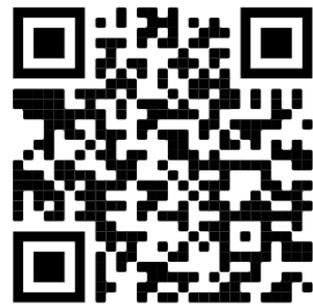
4 Essential Updates

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



4 Essential Updates

Part A: Needs Assessment



4 Essential Updates

Part A: Needs Assessment



4 Essential Updates

Part A: Key Details

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine person instruction.

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

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.**

4 Essential Updates

Part B: Data Analysis

Part B: Data Analysis

* In the space below, provide an analysis of the data



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

4 Essential Updates

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 Allocation

In the required spaces below, provide a detailed description of the interventions used to address learning loss for 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.

4 Essential Updates

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 Allocation

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

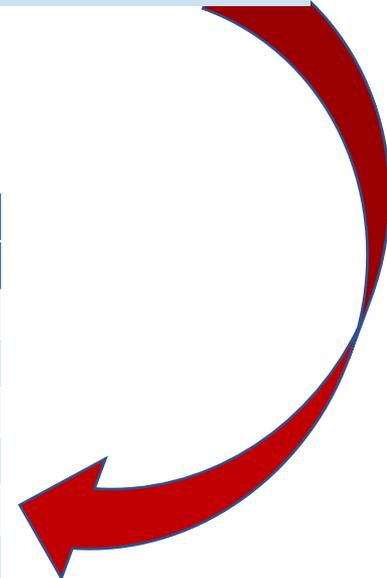


Part D: Other Allowable Uses

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

4 Essential Updates

Part C: Address Learning Loss

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Part D: Other Allowable Uses

+

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Total Budgeted:		\$5,766,665.06
Total Remaining:	\$0.00	\$0.00

Part C + Part D = Total Budgeted

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.

FPMS-ARPA ESSER III PRC 181

amount 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

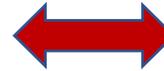
4 Essential Updates

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.	* <input type="radio"/> Yes <input type="radio"/> 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



4 Essential Updates

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.**



Continuation Application Process

[View NCDPI History Log](#)
[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

- History Log**
 - [History Log](#)
 - [Create Comment](#)
- Allotments**
 - [Allotments](#)
- FPMS-CRRSA ESSER II PRC 171**
 - [Budget](#)
 - [Grant Details](#)**
 - [Related Documents](#)
 - [Grant Award Notification \(GAN\)](#)
- Contacts**
 - [Contacts](#)
- Substantially Approved Dates**
 - [Substantially Approved Dates](#)
- New Applicant Summary**
 - [New Applicant Summary](#)
- Grant Award Notification (GAN)**
 - [GAN Information](#)
 - [GAN Organization Data](#)



NORTH CAROLINA
State Board of Education
Department of Public Instruction

- NCCCIP Home
- Administer ▶
- Search ▶
- Inbox ▶
- Planning ▶
- Funding ▶
- Project Summary
- LEA Document Library
- Address Book
- Budget Inquiry Reports

Grant Details

[Save And Go To](#) ▶

[Copy Previous Fiscal Year Details](#)

DIRECTIONS: To ensure that the organization's plan for the us Act, 2021 is data-based and is reflective of needs that have er

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determini

- 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?

The screenshot shows the NCCCIP website's 'Funding Applications' page. A large red arrow on the left points to the 'Funding' menu item in the navigation sidebar. A smaller red arrow points from 'Funding' to the 'Funding Applications' sub-menu item, which is highlighted with a red box. Below this, a list of funding applications is displayed, with three items highlighted in yellow and red arrows pointing to them from the right: 'FPMS-ARPA I Homeless PRC 183 Budget Only', 'FPMS-CARES ESSER I PRC 163 Budget Only', and 'FPMS-CRRSA ESSER II PRC 178 (CBA) Budget Only'. The page also features a top navigation bar with 'NCCCIP Home', 'Administer', 'Search', 'Reports', 'Inbox', and 'Planning'. Below the title, there are dropdown menus for the year '2022' and 'All Active Applications'. At the bottom, there is a 'Production Session Timeout' indicator showing '00:59:04'.

Funding Applications

2022 ▾ All Active Applications ▾

Entitlement Funding Application

Funding Applications	ERF- Exceptional Children Grant
Sections	ation (PRC 13, PRC 14, PRC 17)
Budget Summary	Curricula
Last Page Visited	ER III Combined State Reserve PRCs
Application Supplements	ER III Combined State Reserve PRCs Part II
	FPMS-ARPA ESSER III PRC 181
	FPMS-ARPA Homeless (EHCY) PRC 184
	FPMS-ARPA I Homeless PRC 183 Budget Only
	FPMS-CARES ESSER I PRC 163 Budget Only
	FPMS-Consolidated
	FPMS-CRRSA ESSER II PRC 171
	FPMS-CRRSA ESSER II PRC 173
	FPMS-CRRSA ESSER II PRC 178 (CBA) Budget Only
	FPMS-CRRSA ESSER II School Nutrition PRC 174
	FPMS-CRRSA ESSER II Summer Programs PRC 176-177

Anderson, Nick

Production
Session Timeout
00:59:04

Documenting Changes with Comments in the History Log

Reports

Inbox

Planning

Funding

Project Summary

LEA Document Library

Address Book

Budget Inquiry Reports

Budget Processing

Grant Subscriptions

NCDPI Resources

Help for Current Page

Contact NCDPI

NCCCIP Sign Out

Anderson, Nick

Production

Session Timeout
00:58:41

2022 All Active Applications

Funding Applications

Sections

Budget Summary

Last Page Visited

Application Supplements

FPMS-ARPA ESSER III Combined State Reserve PRCs Part

FPMS-ARPA ESSER III PRC 181

FPMS-ARPA Homeless (EHY) PRC 184

FPMS-CARES ESSER I PRC 163 Budget Only

FPMS-Consolidated

FPMS-CRRSA ESSER II PRC 171

FPMS-CRRSA ESSER II PRC 173

FPMS-CRRSA ESSER II PRC 178 (CBA) Budget Only

FPMS-CRRSA ESSER II School Nutrition PRC 174

FPMS-CRRSA ESSER II Summer Programs PRC 176-177

FPMS-GEER I PRC 169-170 Budget Only

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

Budget

All

Save And Go To

Create Comment

Comment

Document changes here

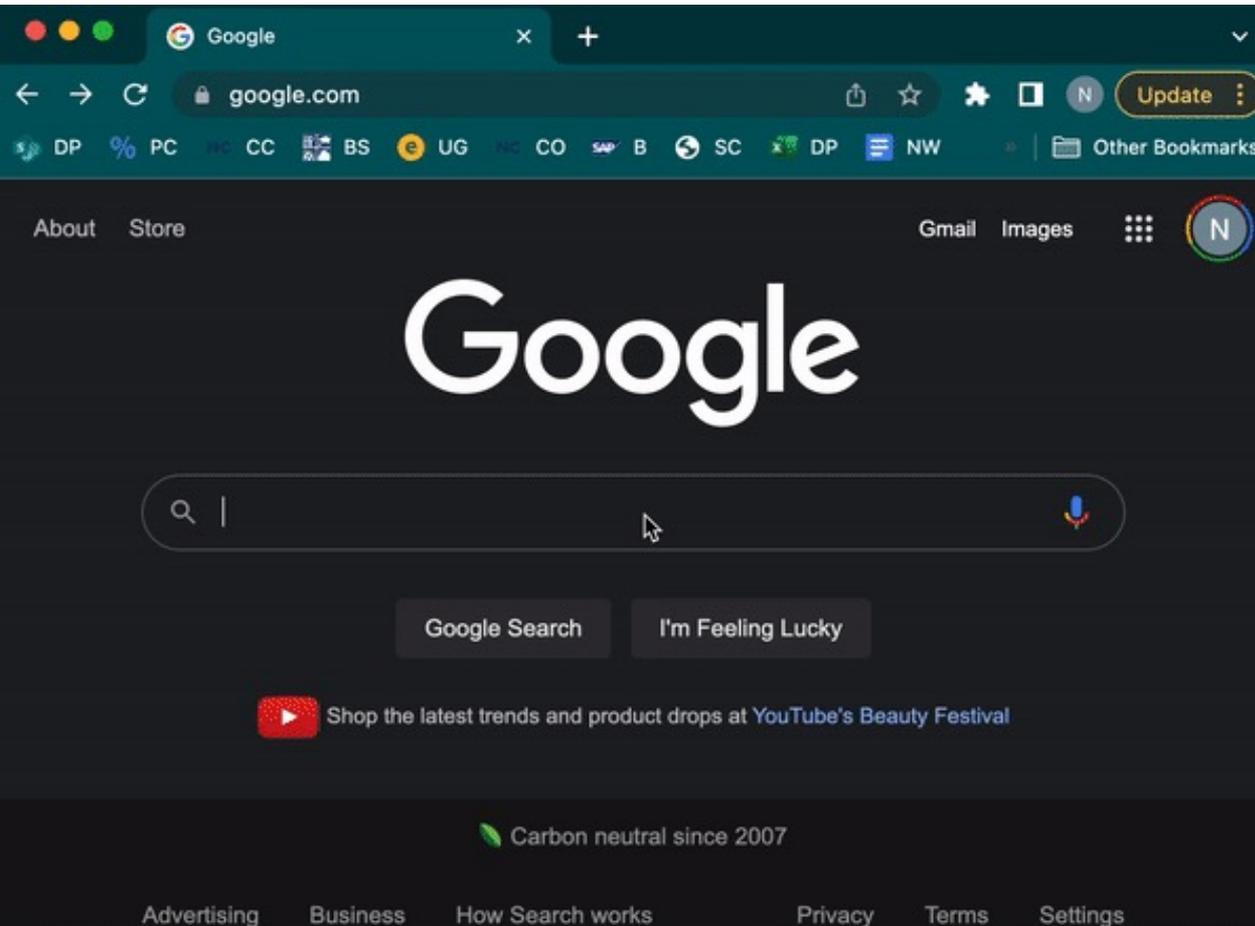
Grant Review



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
<ul style="list-style-type: none"> • Compliance Element is 100% met and supported by all required evidence. • All required documents are provided and support compliance. • Interviews support processes, documentation, and implementation. • Compliance is consistent at district and schools sampled. 	<ul style="list-style-type: none"> • Basic compliance requirements are met; recommendations are provided for improvement. 	<ul style="list-style-type: none"> • Evidence or lack of evidence show compliance element has not been met. • Incomplete or lack of required documentation. • Interviews lack understanding or support of documentation, processes, and implementation. • Compliance is inconsistent at district and schools sampled. 	<ul style="list-style-type: none"> • The PSU is not eligible for the program. • Accountability standard is not applicable. • 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

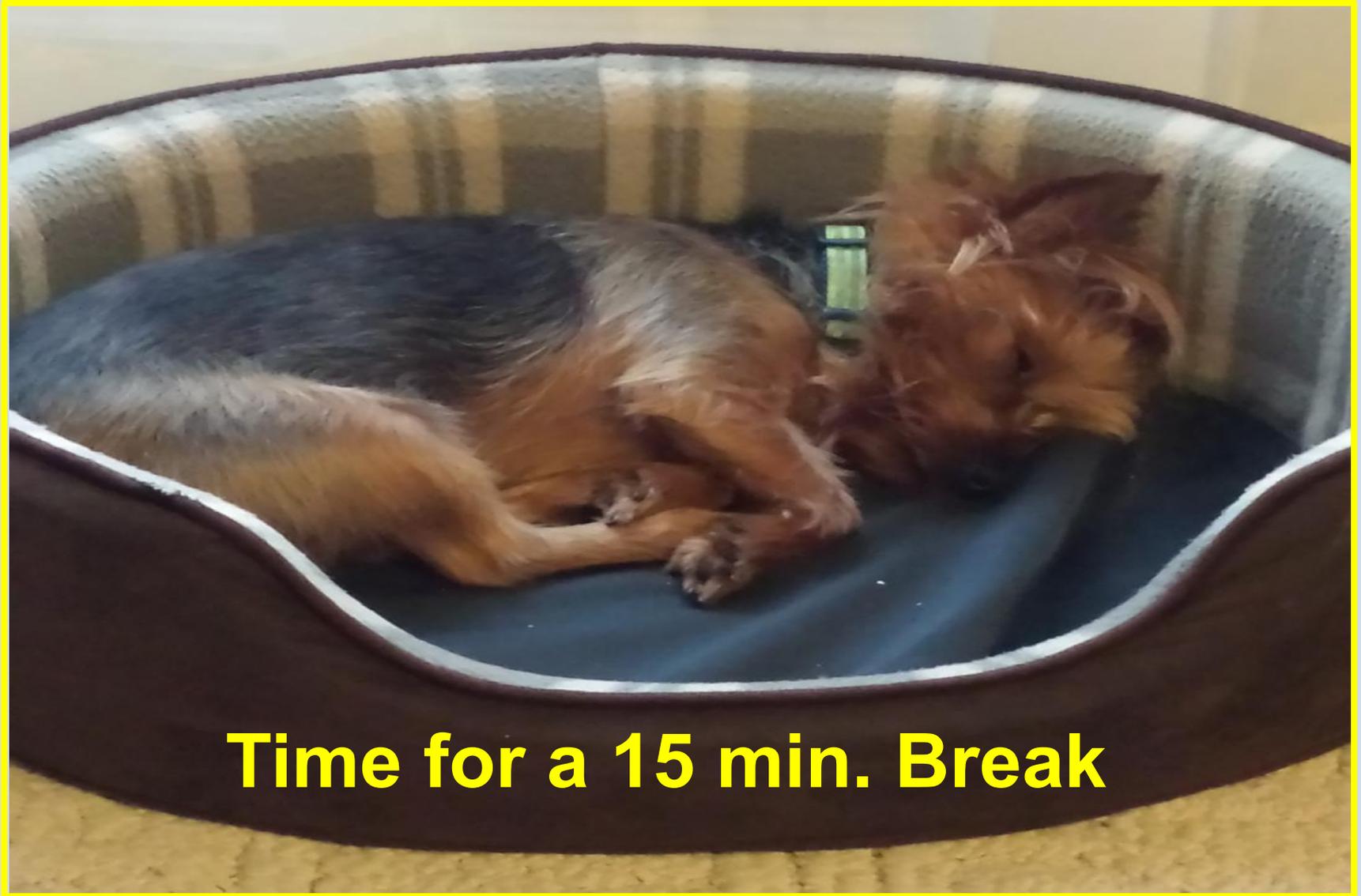
The Monitoring Experience

- 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](#) Click to add text
 - [ESSER-GEER Monitoring Overview](#)
 - [Notes on Sharing Documents](#)
 - Four Year monitoring Schedule FPMS Handbook p. 38-40





Time for a 15 min. Break

Documentation

Preparing for your Monitoring Visit

Monitoring Timeline



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



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 private 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
<input type="checkbox"/>	History Log
	History Log
	Create Comment
<input type="checkbox"/>	Allotments
	Allotments
<input type="checkbox"/>	FPMS-CARES ESSER I PRC 163 Budget Only
	Budget



Documenting CHANGES

- For Continuation Applications

<p>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.</p>	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p>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.</p> <p>Workshops, advertisement, printing and distribution of material in coordination with local & state agencies for support and training will also be provided.</p> <p>Specific Projects Include:</p> <ul style="list-style-type: none">- 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)
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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

NC DPI » Districts & Schools » District Operations » Financial and Business Services » COVID Funds

COVID Funds

[Expenditure and Allotments Data](#) spreadsheet as of April 30, 2022

[COVID Allotment Policy Manual](#) March 3, 2022

[Schedule of COVID Funds](#) June 8, 2022

[Allotment and Expenditure Data Visualization](#) - This is a visual representation of the data in the [Expenditure and Allotments Data](#) spreadsheet. Click on the top of the presentation to see the various breakdowns of the allotments and expenditures of COVID programs by public school unit. Allotment and Expenditure data can be downloaded to Excel from the [Tabular Allotment and Expenditure](#) tab. Detailed expenditure data can be downloaded from the [Expenditure by Object](#) tab.

Financial and Business Services

COVID Funds

[School District Finance Operations](#)

[Independent Public Schools Operations](#)

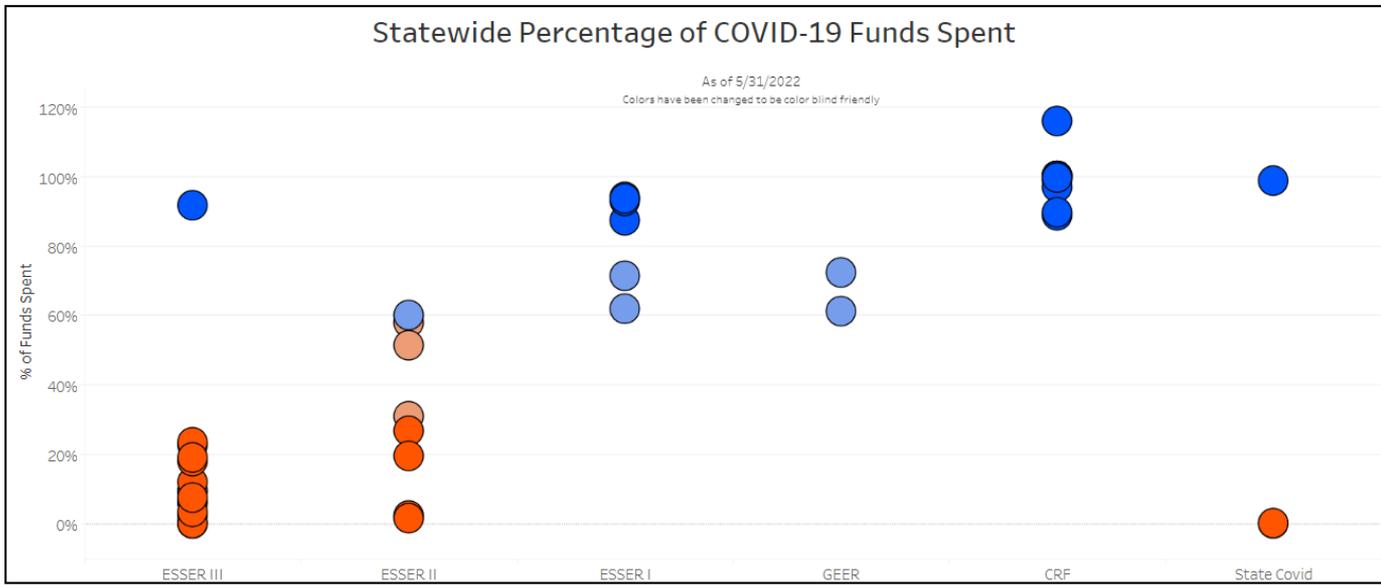
[Compensation for Public School Employees](#)

[K-12 Education Budget](#)

[Allotments - Funding Public School Units](#)

Statewide percent of Funds Spent

Statewide percent of Funds Spent	Summary and Allotment per ADM for Local Education Agency	Tabular Allotment and Expenditure	Expenditure by Object	Detailed Expenditures	Non Profits
----------------------------------	--	-----------------------------------	-----------------------	-----------------------	-------------



% of Funds Spent
 0% 116%

Public School Unit

PSU Type

Program

Public School Unit Name	Type Funds					
	ESSER III	ESSER II	ESSER I	GEER	CRF	State Covid
A.C.E. Academy	58.92%	83.69%	-12.82%	6.63%	0.00%	0.00%
Achievement Charter Academy	22.36%	62.35%	32.56%	85.70%	0.00%	0.00%
Alamance Community School	51.76%	4.05%	0.00%	0.00%	0.00%	0.00%

Summary and Allotment per ADM for Local Education Agency

Statewide percent of Funds Spent

Summary and Allotment per ADM for Local Education Agency

Tabular Allotment and Expenditure

Expenditure by Object

Detailed Expenditures

Non Profits

Summary: All As of 5/31/2022

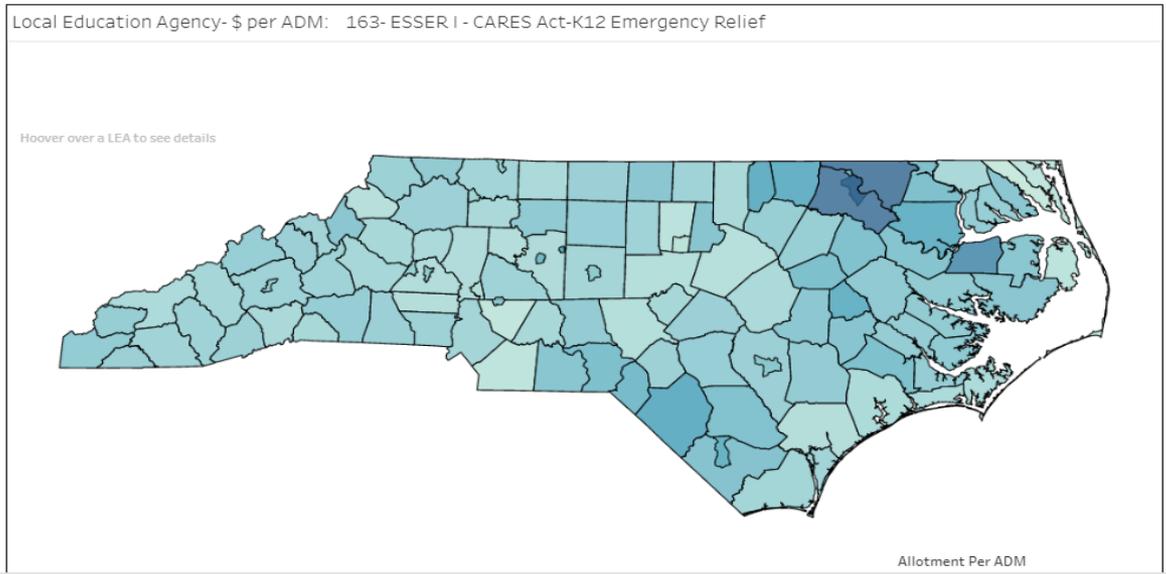
Allotment	Expenditures	Balance
357,848,083	334,589,793	23,258,290

To filter Summary select a Public School Unit

(All)

Choose a Program

163- ESSER I - CARES Act-K12 Emergency Relief



Tabular Allotment and Expenditure

Workbook: COVID-19 Allotment x +
<https://bi.nc.gov/t/DPI-FinancialBusinessServices/views/COVID-19AllotmentExpendituresandDetailedExpenditures/Story1?%3...>

Statewide percent of Funds Spent | Summary and Allotment per ADM for Local Education Agency | **Tabular Allotment and Expenditure** | Expenditure by Object | Detailed Expenditures | Non Profits

COVID-19 Allotments and Expenditures

As of 5/31/2022

Public School Unit Type: (All) | Type Funds: ESSER I | Program: (All)

Public S.	Public School Unit Name	Allotment	FY20 Expend	163 CARES Act-K12 Emergency Relief			Balance	% Remaining	164 Public School Unit Supplemental Funding					
				FY21 Expend	FY22 Expend				Allotment	FY20 Expend	FY21 Expend	FY22 Expend	Balance	% Rem
00A	North Carolina Cyber Academy	343,180	1,795	237,339	104,046	0	0.00%							
00B	NC Virtual Academy	371,450	0	225,178	142,823	3,449	0.93%							
01C	Clover Garden	36,862	35,232	1,630	0	0	0.00%							
01D	The Hawbridge School							13,874	0	13,874	0	0		
01F	Alamance Community School	62,985	0	0	62,985	0	0.00%							
06B	Marjorie Williams Academy	214,355	9,852	199,986	4,517	0	0.00%							
08A	Three Rivers Academy	151,016	0	137,156	0	13,860	9.18%							
09A	Paul R Brown Leadership Academy	69,784	0	69,784	0	0	0.00%							
09B	Emereau-Bladen	93,402	0	92,963	0	439	0.47%							
10A	Charter Day School	161,751	0	132,457	14,437	14,856	9.18%							
10B	South Brunswick Charter School	25,053	0	24,851	202	0	0.00%							
11A	Evergreen Community Charter	25,411	0	13,481	11,930	0	0.00%							
11B	ArtSpace Charter	36,862	0	25,983	10,782	97	0.26%							
11C	Invest Collegiate - Imagine	56,902	0	56,898	4	0	0.00%							
11D	The Franklin School of Innovation	32,926	0	32,926	0	0	0.00%							
11K	Francine Delany New School	17,539	0	17,361	178	0	0.00%							
12A	The New Dimensions School	27,201	27,070	0	0	131	0.48%							
13A	Carolina International School	56,902	24,479	15,341	2,434	14,648	25.74%							
13B	Cabarrus Charter Academy	67,279	0	46,750	19,100	1,429	2.12%							
13C	A.C.E. Academy	61,196	0	61,196	4,584	-4,584	-7.49%							
13D	Concord Lake STEAM Academy	77,299	0	21,410	42,545	13,345	17.26%							
16B	Tiller School	28,632	0	11,783	12,589	4,260	14.88%							
19A	Chatham Charter							35,975	0	20,975	8,142	6,858		
19B	Woods Charter School							23,107	0	17,557	804	4,746		
19C	Willow Oak Montessori							9,684	0	0	0	9,684		
20A	The Learning Center	41,157	0	39,105	0	2,052	4.99%							
23A	Pinnacle Classical Academy							74,443	0	32,670	41,773	0		
24B	Thomas Academy	32,210	0	24,767	3,932	3,511	10.90%							

Expenditure by Object

Statewide percent of Funds Spent	Summary and Allotment per ADM for Local Education Agency	Tabular Allotment and Expenditure	Expenditure by Object	Detailed Expenditures	Non Profits
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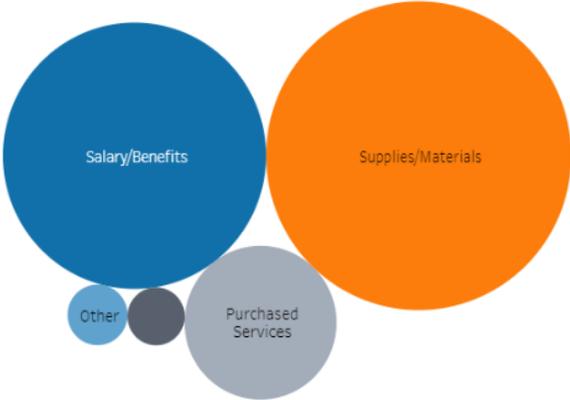
As of 5/31/2022
 Colors have been changed to be color blind friendly

	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

Select a Public School Unit

Select a Program



Detailed Expenditures

Statewide percent of Funds Spent	Summary and Allotment per ADM for Local Education Agency	Tabular Allotment and Expenditure	Expenditure by Object	Detailed Expenditures	Non Profits
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Select the object grouping: (All) Choose a Program: (All) Select a PSU Type: (All)

Select Public School Unit: (All)

All - All



Non-Profits

Statewide percent of Funds Spent	Summary and Allotment per ADM for Local Education Agency	Tabular Allotment and Expenditure	Expenditure by Object	Detailed Expenditures	Non Profits
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As of 5/31/2022
Colors have been changed to be color blind friendly

Non Profits

Public School Unit Name

Salary/Benefits	4,169,270
Supplies/Materials	1,688,289
Purchased Services	1,212,161
Other	6,738
Grand Total	7,076,458

Non Profit: All

Public School Unit Name	Allotment	FY20 Expend	FY21 Expend	FY22 Expend	Balance	% Remaining
Abundant Life Community Services	67,200	0	51,063	0	16,137	24.01%
Alliance for Children & Youth/Communities In	220,188	0	92,037	0	128,151	58.20%
Book Harvest	679,041	0	179,041	160,057	339,943	50.06%
Boys & Girls Club of Cabarrus County	794,999	0	229,076	93,236	472,686	59.46%
Boys & Girls Clubs of Greater High Point	228,698	0	228,698	0	0	0.00%
Children First/Communities in Schools of	563,088	0	80,026	0	483,062	85.79%
CIS of Brunswick County	414,521	0	108,341	147,561	158,620	38.27%
CIS of Lincoln County	79,670	0	48,833	0	30,837	38.71%
CIS Rowan	180,116	0	151,512	0	28,604	15.88%
Communities in Schools	1,256,710	0	1,100,000	60,299	96,411	7.67%
Communities In Schools of Cape Fear	673,198	0	172,866	243,808	256,524	38.11%
Communities in Schools of Durham	500,000	0	0	21,222	478,778	95.76%
Communities in Schools of Wayne	700,000	0	400,000	0	300,000	42.86%

View Live Applications in CCIP and discuss

- Overview
- Breakdown of each section

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North Carolina Department of

PUBLIC INSTRUCTION