



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 Federal Program Monitoring and Support (FPMS) 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

FEDERAL PROGRAM MONITORING AND SUPPORT

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The 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 public school unit (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 FPMS 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, FPMS 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><u>Element 1</u></p> <p>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 FPMS.</p>	<p>For each <u>PRC</u>:</p> <ul style="list-style-type: none"> • Do your approved applications and any revisions communicated to DPI provide an updated account of how you are using the funds from this PRC? • Please briefly describe the activities you are implementing with this PRC, including your timelines. • Have you made substantial changes in your plans from what was originally approved? For example, have you cancelled any activities or initiated new ones? • Are there any activities funded by this PRC that you are not implementing as currently approved? If so, what are they?

Indicator	Supporting Documentation to be Submitted	Interview Questions
<p><u>Element 2</u></p> <p>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 • 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 FPMS.</p>	<p>For each <u>PRC</u>:</p> <ul style="list-style-type: none"> • What kinds of data sources and monitoring systems are you using to ensure that the activities are being implemented as planned and that they are having the intended effect? • Which of the activities in this PRC have been the most successful and how have you measured that? • Do you have any concerns about successful implementation for any of the activities funded by this PRC? How are you addressing those concerns? How can DPI help?

Indicator	Supporting Documentation to be Submitted	Interview Questions
<p data-bbox="109 175 233 204"><u>Element 3</u></p> <p data-bbox="109 250 636 321">The approved budgets and expenditures support the plans.</p>	<p data-bbox="665 180 1052 212">For each <u>PRC</u>, please provide:</p> <ul data-bbox="688 261 1304 521" style="list-style-type: none"> <li data-bbox="688 261 1304 521">• 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. This report should be placed directly in the PRC folder rather than in a subfolder. <p data-bbox="665 570 1314 716">NOTE: This is not a fiscal monitoring; therefore, FPMS will not request purchase orders, invoices, time-and-effort reports, payroll records or travel records.</p>	<p data-bbox="1337 180 1520 212">For each <u>PRC</u>:</p> <ul data-bbox="1360 261 1913 716" style="list-style-type: none"> <li data-bbox="1360 261 1913 440">• Who monitors the budgets and the spending in your PSU for each of the grants? How do you ensure that your budgets are providing the funds called for in your plans? <li data-bbox="1360 456 1913 553">• Are the budgets for each of the PRCs currently updated to match and support the approved plans? <li data-bbox="1360 570 1913 716">• Do you have any issues or concerns about keeping your budgets aligned with your plans or applying the correct budget codes?

Indicator	Supporting Documentation to be Submitted	Interview Questions
<p><u>Element 4</u></p> <p>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. <u>(This element applies only to school districts and PRCs 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 FPMS.</p>	<p>For each <u>PRC</u>:</p> <ul style="list-style-type: none"> • Are you implementing equitable services from any of the ESSER-GEER grants? If so: <ul style="list-style-type: none"> ○ Which PRCs are they? ○ 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?