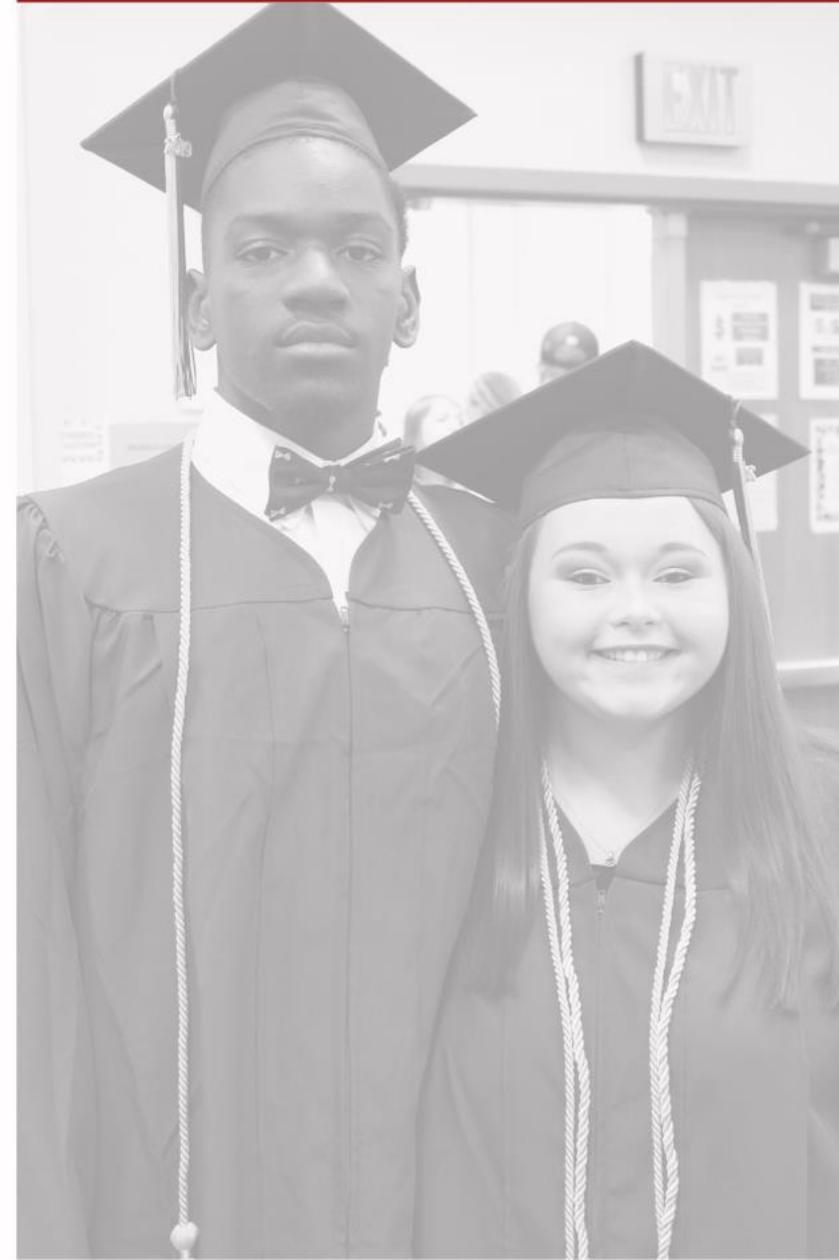


The Charter Institute at

# Erskine



ESSER III Overview  
June 23, 2021





# Federal Programs Team



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# Purpose

The purpose of this session is to provide an overview of the American Rescue Plan (ARP) Act, and specifically the funds provided by it under the Elementary and Secondary Schools Emergency Relief (ESSER III) Fund that have been allocated to your school.

# ESSER III Information

Today's session provides information on the requirements of ESSER III.

- This session will be recorded, and slides will be shared.
- All resources will be shared and posted on the Institute website. <https://erskinecharters.org/covid-19-funding/>
- Additional technical assistance can be provided if needed.

# What is ESSER III?

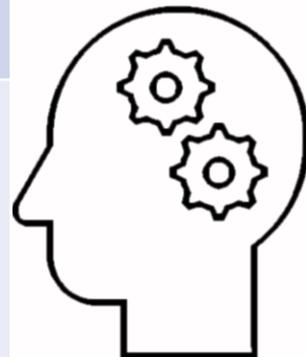


- On March 11, 2021, the American Rescue Plan Act (ARPA) was signed into law.
- The US Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund).
- The South Carolina Department of Education was appropriated approximately \$2 billion in ESSER III funds, of which approximately \$1.9 billion is required to flow through to LEAs as subgrants.

# Is ESSER III different from ESSER II and ESSER I?

- ESSER I and ESSER II funds must be utilized before moving on to ESSER III funds

Topic	ESSER I	ESSER II	ESSER III
Enacting Legislation	CARES Act	CRRSA Act	ARP Act
Period of Availability	June 30, 2022	June 30, 2023	June 30, 2024
Use of Funds	12 allowable uses of funds	15 allowable uses of funds, new uses include capital improvements and learning loss mitigation	15 allowable uses of funds, LEAs must publish budget and in-person plan online AND spend at least 20% on learning loss
Tracking of Funds	ESSER I funds must be tracked separately from II and III	ESSER II funds must be tracked separately from I and III	ESSER III funds must be tracked separately from I and II



# Two Requirements of ARP Act

Return to In-  
Person  
Instruction Plan

ESSER III  
Spending Plan

Return to In-  
Person  
Instruction Plan

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# What are the Return to In-Person Instruction Plan Requirements?

- LEAs must publish a plan online for safe return to in-person instruction and continuity of services by June 24, 2021 (within 30 days of receiving GAN)
- Plans must be written in a language that parents can understand, accessible to those with disabilities, non-English speakers
- LEAs must seek public comment on the plan and develop the plan after taking into account public comment

# What are the Return to In-Person Instruction Plan Requirements?

- Must review and, as appropriate, revise plan **at least every six months** through 2023, including seeking public input and taking such input into account in determining whether to revise the plan and, if revisions are determined necessary, on the revisions it makes to its plan
- Schools should take into consideration significant changes to CDC guidance to opening schools in revisions
- The revised plan must address and describe any adopted policies

# What are the Return to In-Person Instruction Plan Requirements?

- In an effort to avoid duplication, the Institute has developed a Public Input Survey to collect feedback on **both** the Return to In-Person Instruction Plan and ESSER III Spending Plan.
- The Institute has developed social media graphics and posts that each school can use to share with stakeholders.
- There will be a requirement for **all schools** to reshare the Public Input Survey every 6 months and revise as necessary.
- The Institute will collect the revised plans **at least twice a year** in order to fulfill the six-month revision requirement.



ESSER III  
Spending Plan



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# What is the intent of ESSER III funds?

- These funds have been allocated for the purpose of providing local educational agencies (LEAs) with emergency relief funds to **address the impact that COVID-19** has had, and continues to have, on elementary and secondary schools.
- At this time, the Institute has received 2/3 of its ESSER III allocation from the South Carolina Department of Education.
- ESSER I Allocation: \$1,730,637.00
- ESSER II Allocation: \$12,025,257.00
- ESSER III Allocation: \$27,007,018.00



# How were ESSER III Award Amounts Determined?

## **How was the Institute's allocation amount determined?**

- SCDE allocated award amounts based on FY 21 (Summer 2020) Title I allocations
- South Carolina will receive \$2,112,051,487 in ESSER III funds from the Act of which 90 percent (\$1,900,846,338) will flow through to school districts with amounts determined in proportion to the amount of Title I, Part A funds received in Summer 2020 from funds under the Every Student Succeeds Act (ESSA).

## **How will school allocation amounts be determined?**

- The Institute has received its allocation from the South Carolina Department of Education.
- School allocations have been determined based on the 135<sup>th</sup> day ADM and calculated at a per-pupil amount.
- New schools will have allocations based on the 5<sup>th</sup> day count after the beginning of the school year.

# When can ESSER funds be spent?

- Schools must spend ESSER I and ESSER II funds **first** before spending ESSER III funds.
- ESSER I funds may be expended **through June 30, 2022.**
- ESSER II funds may be expended **through June 30, 2023.**
- ESSER III funds may be expended **through June 30, 2024.**
- Expenses prior to July 1, 2021 cannot be included in the ESSER III budget and should not be incurred prior to SCDE approval.
- Please keep in mind these are **emergency** funds intended to address **current** needs directly related to the impact of COVID-19 on your school.

# What is allowable in ESSER III?

14 of the 15 categories from the ESSER II grant are still allowable, plus one new category.

**All ESSER-funded activities must be necessary to prevent, prepare for, or respond to COVID-19.**

1. Activities authorized by the ESEA of 1965, as reauthorized by the ESSA (*IDEA, Adult Education and Family Literacy Act, The Perkins Act*).
2. Coordination of Preparedness and Response Efforts  
—~~Provisions for Principals and other School Leaders (Removed)~~
3. Activities to Address the Unique Needs of Students
4. Development and Implementation of Procedures
5. Training and Professional Development
6. Sanitation Services and Supplies
7. Planning and Coordination during Long-term Closures
8. Purchase of Educational Technology
9. Provision of Mental Health Services and Supports
10. Summer Learning and Supplemental Afterschool Programs
11. Addressing learning loss among students
12. Facility repairs and improvements to reduce the risk of virus transmission and exposure
13. Improvement of in-door air quality in school facilities
14. **Developing strategies and implementing public health protocols (Added)**
15. Other Activities for Operation and Continuity of Services

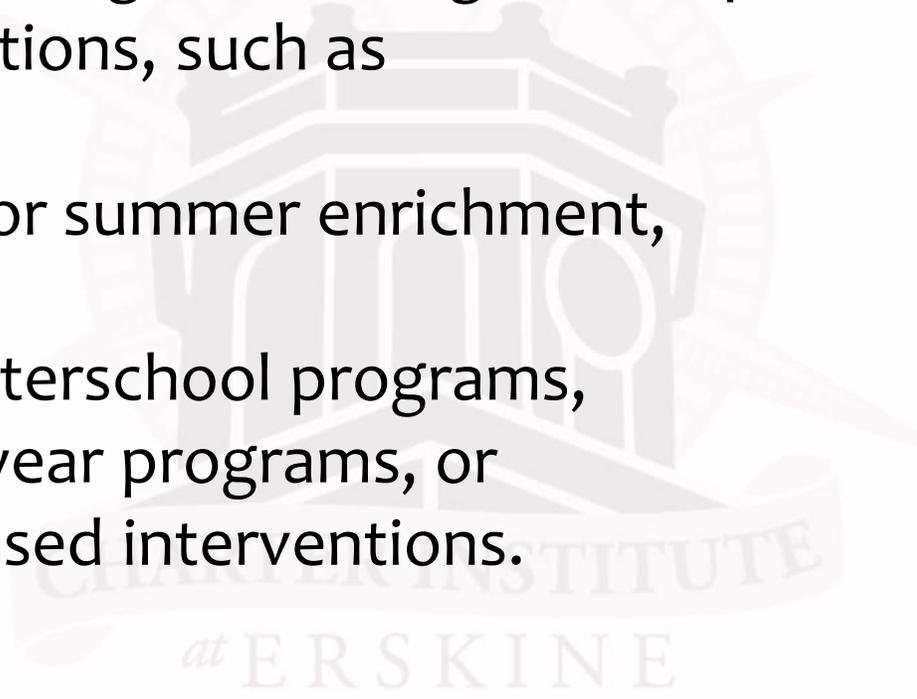


# What is required by ESSER III for the Spending Plan?

- A reserve of **not less than 20% of the total allocation to address learning loss** through the implementation of evidence-based interventions and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups
- Public input on all stages of planning is sought and considered
- Plans must be publicly posted on websites

# What is the learning loss requirement?

- Schools must reserve **no less than 20 percent** of the total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as
  - summer learning or summer enrichment,
  - extended day,
  - comprehensive afterschool programs,
  - extended school year programs, or
  - other evidence-based interventions.



# What do we need for Facilities and Indoor Air Projects?

- Provide detail in ESSER III plan and budget
- SCDE will determine the alteration level (Level 1 through 3)
- Special Considerations
  - Justify it is to prevent, prepare for, and respond to COVID-19
  - Costs must be reasonable
  - Cannot claim funds in the category until full approval from SCDE OSF
  - Must follow EDGAR requirements on construction

# What happens with OSF?

1. ESSER staff forwards plans with categories 12 & 13 budgeted to OSF staff for review
  - OSF reviews to determine sufficiency of information
  - ESSER staff will contact district for additional information if needed
  - OSF staff determines if the request is routine or non-routine maintenance

Routine Maintenance=No additional requirements from the SCDE

Non-Routine Maintenance=Districts will have to follow OSF procedures with submitting a plan for facility repairs and improvement

# What are the levels of alteration?

- Level 1 Alteration: The removal and replacement of the covering of existing materials using new materials that serve the same purpose
- Level 2 Alteration: Reconfiguration or extension of any space/system, addition or elimination of any door or window, or the installation of any additional equipment
- Level 3 Alteration: A level 1 or level 2 alteration where the work area exceeds 50% of the building area (includes new construction)
- Routine Maintenance: Changing air filters, painting, etc.

# Important OSF Information

- The SCDE, Office of School Facilities (OSF), will review planned expenditures for Category 12 or Category 13 will grant **conditional approval** as applicable.
- OSF will identify and grant full approval for routine maintenance projects included in Category 12 and/or 13 so that the school can begin claiming expenditures associated with these maintenance projects.
- **For all other Category 12 and/or 13 projects, your school, working with your design professional, must work with OSF in submitting necessary information, including design plans, in the new School Facilities Portal.**
  - Once you receive your applicable permit from OSF, you will be given full approval and may begin seeking reimbursement of funds in ESSER Categories 12 and/or 13.
  - Please ensure that ALL finance policies procedures are followed, including applicable procurement policies, purchase orders, contracts, etc.

# What is the new category?

- ESSER III has one new category that was not in ESSER I or ESSER II.
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

# Can ESSER Funds be used to pay bonuses?

According to federal ESSER requirements, “funds generally will **not** be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.”

- The important requirement within this provision is a school’s ability to document that the bonus or merit pay is related to disruptions or closures resulting from COVID-19. Therefore, blanket, across-the-board bonuses are not allowable.
- Determinations for bonuses should be made on an individual basis, with documentation that the employee has undertaken hazardous work or has gone above and beyond their duties compared to their peers within the district.

# How do I submit the ESSER plan?

## Add Activity: (#1)

1. Select ESSER III Funding Category: \*

1. Select Time Frame for Expenditure of Funds (Please select when the expense will BEGIN) \*

(Example: For a one-year software license, select when the license will first be purchased.)

1. Select Use of Funds \*

1. Add any additional information for selected activity: \*

Enter additional activity information here, including specifics of the areas highlighted in yellow above.

1. Provide detail on how this activity/expense addresses a deficit resulting directly from COVID-19. \*

1. Quantity: \*

1 Cost: \*

\$

1. Total Cost:

This automatically multiplies the quantity by the cost.

# How do I submit the ESSER plan?

- Be mindful of separating function and object codes in the plan:
  - Ex: 100 – Salaries: Only select if the person is a salaried employee, not contracted
- Function and Object codes can be changed BEFORE we submit to SCDE
  - Inaccurate Function and Object codes require an amendment once submitted and approved by SCDE

# How do I write activities for the ESSER plan?

***Provide clear description.***

***Remember to include the WHO, WHAT, WHEN, WHERE and WHY. Justify your cost for the activity.***

Weak	Better
Provide professional development on Smart Technology and Study Island.	Provide professional development to teachers in an effort to improve academic performance in all subjects for students in grades K-7. Staff development will include MAP training, SMART board training, and collaborative planning. (7 days of training @ 1000 per day.)
Provide professional development to support Schoolwide academic programs by attending conferences and workshops.	Provide professional development for Principal and Curriculum Specialist to support Schoolwide academic programs by attending The Summer Leadership Institute (June 21-25, 2014). Expenditures may include lodging, registration, mileage, and meals.
Provide Professional Development for Title I schools only.	Provide Math Professional Development for Title I Schools only. The intense, small group and one-on-one assistance to all Title I math teachers will be conducted by Patty Smith. The training is tailored to the schools' and teachers' weaknesses as evidenced by SC Ready scores. Training will encourage more hands-on math activities. (Rate averages \$1000 per day for 18 days. 10 days of training during in-service and 8 days of training during the school year. \$110 for additional individual training session.)
Provide instructional materials in ELA/math for grades 6-8.	Provide instructional materials in ELA/math to support classroom instruction and small group instruction in grades 6-8. Expenditures may include classroom book sets at a rate of \$500 per set for 50 teachers, math kits @ \$475 each for 15 teachers, charts, paper, posters, tape, glue, staples, notebooks, timers, rulers, \$300 for additional ELA/math manipulatives for 50 teachers, etc. Additional items may include 50 print cartridges at a rate of \$30 each.

# Program Assurances

**ESSER III subgrant is not...**

Free money!

Has “strings  
attached”  
called  
Assurances!



# What are the Program Assurances?



Elementary and Secondary School Emergency Relief Fund (ESSER) III  
American Rescue Plan (ARP) Act of 2021  
Program-Specific Assurances

Program-Specific Assurances

As the duly authorized representative of \_\_\_\_\_,  
(Please print or type name of LEA.)

I certify that

1. this local educational agency (LEA) will use American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funds for activities allowable under section 2001(e) of the [ARP](#).
2. this LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
3. this LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as
  - summer learning or summer enrichment,
  - extended day,
  - comprehensive afterschool programs,
  - extended school year programs, or
  - other evidence-based interventions,and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. this LEA will either:
  - a) within 30 days of receipt of ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or
  - b) develop and make publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP.This LEA will, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, have sought public comment on the plan and took such comments into account in the development of the plan.
5. this LEA will comply with all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:
  - how the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
  - overall plans and policies related to the LEA's support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to



Elementary and Secondary School Emergency Relief Fund (ESSER) III  
American Rescue Plan (ARP) Act of 2021  
Program-Specific Assurances

- and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- data on each LEA's mode of instruction (remote, hybrid, in-person) and conditions;
  - LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  - LEA uses of funds to sustain and support access to early childhood education programs;
  - impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  - student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  - requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  - additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

**Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Authorized Financial Official

\_\_\_\_\_  
Date

# Will ESSER funds be audited?

- YES!
- Based on the risk factors, it is highly likely that the ARP/ESSER III program will be determined to be a major program for many LEAs for auditing.
- ESSER I and ESSER II funds expended prior to June 30, 2021 will be subject to audit during the FY 2020-21 audits.
- SCDE audit and program staff will also perform fiscal monitoring of use of ESSER grant funds

# What Supporting Documentation is needed for ESSER expenses?

- All expenditures *MUST* have adequate supporting documentation.
  - *Including, but not limited to, quotes, Purchase Orders, applicable procurement, job descriptions, contract agreements, payroll registers, general ledgers, time and effort, invoices, receipts, etc.*
- Please ensure your team carefully reviews the Approval Memo, including Page 2, to ensure all supporting documentation is filed.

# Quarterly Reporting



**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*

**CARES ELEMENTARY AND SECONDARY SCHOOLS EMERGENCY RELIEF  
FUNDS**

Category	INITIAL Budget	ADJUSTED BUDGET	Expenditures As of November 30, 2020
Aid to Districts	\$198,680,047	\$197,991,566	\$55,432,347
Aid to Special Schools	\$200,000	\$200,000	\$41,057
Personnel	\$1,259,894	\$1,259,894	\$30,116
Fringe	\$503,957	\$503,957	\$9,431
Contractual	\$11,406,498	\$12,094,979	\$3,718,345
Supplies	\$1,818,580	\$1,818,580	\$677,233
Fixed Assets	\$68,574	\$68,574	\$11,906
Indirect Costs	\$45,148	\$45,148	\$0
Professional Development	\$500,000	\$500,000	\$1,620
Personal Protective Equipment*	\$1,828,460	\$1,828,460	\$118,565
<b>Total</b>	<b>\$216,311,158</b>	<b>\$216,311,158</b>	<b>\$60,040,618</b>

# Considerations for Determining Allowable Uses of Funds

- Will the proposed use of funds “prevent, prepare for, and respond to coronavirus”?
- Is it an allowable use of funds under ARP?
- Is it reasonable and necessary?
- Does it support returning students to the classroom?
- Does it address learning loss?
- Is it adequately documented?
- **PROCEED WITH CAUTION**
- **Ask if there are any questions**



# Helpful Information

- ESSER III funds are **federal** funds and will follow all federal guidelines and requirements.
- This includes all required financial documentation in order to receive reimbursement.
- The ESSER III funds will adhere to the Institute's requirement of quarterly reimbursement submissions for items that have been expended.
- Like all other federal funds, all capital assets purchased with ESSER III funds must be inventoried.
  - Low valued technology assets, such as laptops, must also be inventoried.

# Helpful Information

Please review the [ESSER FAQ](#) as well for helpful information.

- Subfund and Revenue Code - Please track these funds under Revenue Code 4974 and Subfund 218.
- Overview of Allowable Categories - <https://ed.sc.gov/policy/federal-education-programs/esser-funding-information/esser-iii-funding-information/esser-iii-spending-categories//>
- Institute COVID-19 Grants Webpage - <https://erskinecharters.org/covid-19-funding/>
- Plan Submission – Submit via [Formstack](#) and load PDF in LWS.



# Helpful Information

Examples of Activities from previous grants can be found at:

[https://docs.google.com/spreadsheets/d/1eVimHsOzS4FvBCErW\\_77wonQih8FnGZRoBVtBWr8hrw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1eVimHsOzS4FvBCErW_77wonQih8FnGZRoBVtBWr8hrw/edit?usp=sharing)

**\*These activities are only examples of items that have been approved in the past. They are not guaranteed to be approved for any school.**

Sample Activities		
<p><i>Disclaimer: The intent of this resource is to provide collaboration and ideas for ESSER funds expenditures.            *These activities have been previously approved by the SCDE, but this does not guarantee their future approval. Please note that this is not an exhaustive list of allowable expenditures.            All ESSER expenditures must be directly linked to addressing the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. The allowability of an expenditure must be justified as a need for the school.</i></p>		
Activity	Details	Commonly Asked Questions
Salary / Benefits for Employees	Provide salary for a substitute to maintain in-person instruction (\$00/day for 00 days, for a total of \$000) Provide fringe for a substitute to maintain in-person instruction (\$000)	What is the position title? What is the name of the employee?
	Provide salary for Academic Interventionist to address learning loss (\$000 annual salary, for a total of \$000) Provide benefits for Academic Interventionist to address learning loss (\$000)	What grades does this position serve? What is the full salary of the employee, and what amount of that is requested from the plan?
	Provide salary for SEL Counselor to support social-emotional learning (\$000 annual salary, for a total of \$000) Provide benefits for SEL Counselor to support social-emotional learning (\$000)	Is this position full time (1.0 FTE)? If this position is not 1.0 FTE in the plan, is there remaining FTE and if so what duties are performed?
	Provide salary for Nurse (\$000 for salary)	What certified employee oversees this paraprofessional? (If a Title I school)

# Next Steps

## 1. Plan

Identify Needs  
Stakeholder Input

## 2. Draft Activities

20% learning loss  
Academic Recovery Plan

## 3. Submit Plan

to Institute  
by 7/21/2021

## 4. Institute Review and Approval

## 5. Institute will submit to SCDE

by 8.24.21

## 6. SCDE Approval Notification

## 7. Reimbursement via SmartFusion

## 8. Periodic Review of Plans

Public input via survey

# Collaboration Sessions

Due to the significant amount of federal ESSER III funding, the Institute will be coordinating ESSER III Collaborative Planning Sessions.

This will be a time to share ideas, discuss with other school leaders, and plan collaboratively.

The Institute will coordinate 2 sessions: 1 session specific to brick-and-mortar schools and 1 session specific to virtual schools.

Virtual Schools – Wednesday, June 30 at 10:30am

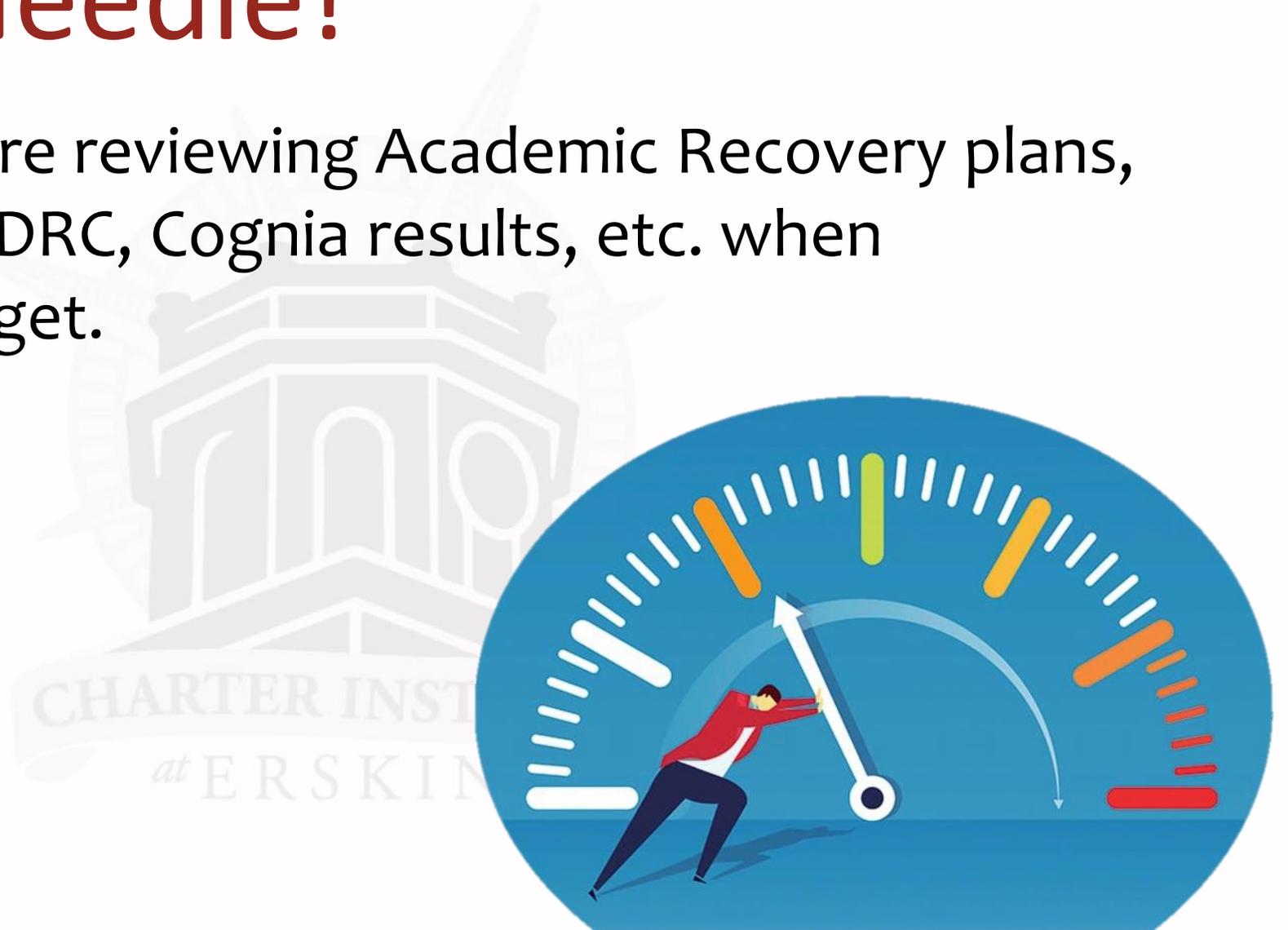
Brick and Mortar Schools – Monday, July 12 at 10:30am

*\*Zoom link will be sent prior to meeting.*



# Move The Needle!

- Please ensure you are reviewing Academic Recovery plans, assessment data in DRC, Cognia results, etc. when developing the budget.



# Additional Federal Reminders

- July 15 – Amendment deadline for carryforward funds
  - This will include ESSER I and ESSER II.
- School Leader Liaison Program
  - Please complete the survey to identify how this program can support you.
  - <https://erskinecharters.formstack.com/forms/schoolleaderliaison>
- July 9 – Smart Fusion Deadline
  - Due in Smart Fusion on July 9 for ALL July 1, 2020-June 30, 2021 expenditures for all funds.
- 5<sup>th</sup> Day Count Reminder
  - Remember this impacts federal funds.
  - The Institute will be providing weekly “drop-in” technical assistance sessions each Wednesday beginning July 7.

# We're Here to Support You!

Please reach out to the Office of Federal Programs with any questions or concerns.

Haley Perez- Chief of Federal Programs  
[FederalProgramsED@erskinecharters.org](mailto:FederalProgramsED@erskinecharters.org)

Dr. Sally Fickling – Assistant Director of Federal Programs  
[sfickling@erskinecharters.org](mailto:sfickling@erskinecharters.org)

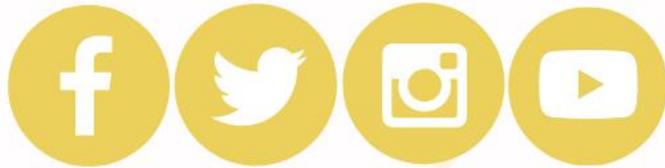
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*The Charter Institute at*

# Erskine



CREATIVE MINDS  
INNOVATIVE SCHOOLS  
EFFECTIVE RESULTS

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