



Public Schools of North Carolina  
State Board of Education | Department of Public Instruction

# NCCCIP 2020-2021 American Rescue Plan Act (ESSER III) Funding Application

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*Requirements Specification for PRC 181*

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*North Carolina Department of Public Instruction Federal Program  
Monitoring and Support Division*

## Table of Contents

1	Purpose of ESSER III Funds .....	2
2	Funding Application .....	2
2.1	Budget Page .....	2
2.2	Grant Details Page .....	3
2.3	Related Documents .....	12

# 1 Purpose of ESSER III Funds

**American Rescue Plan Act (ESSER III-PRC 181)**– To provide funding to prepare, prevent and respond to COVID-19 with emphasis for use of fund to address learning loss through evidence based interventions that respond to students’ academic, social, and emotional needs; prepare schools for reopening; and testing, repairing, and upgrading projects to improve air quality in school buildings. ESSER III PRC 181 funds must be obligated by September 30, 2024 with no requirement to provide equitable services.

# 2 Funding Application

The funding application should appear in the Entitlement Funding Application list as **American Rescue Plan Act-ESSER III PRC 181**.

There will be three “pages” for the grant: Budget, Grant Details and Related Documents. NCDPI would like an *ESSER III Related Documents* page, analogous to that deployed for the Consolidated funding application.

## 2.1 Budget Page

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Transfers 700	Total
5000 - Instructional Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6000 - System-Wide Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Adjusted Allocation							
Remaining							

**2.2 Grant Details Page**

**DIRECTIONS:** *To ensure that the organization’s plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

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

In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.




**Part B: Data Analysis**

In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC xxx) as provided by the American Rescue Plan Act selected in Part C-D.



**Part C: Address Learning Loss**

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.

 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, provide a detailed description of how the PSU will be addressing learning loss among students, including low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency.

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;

(B) implementing evidence-based activities to meet the comprehensive needs of students;

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;

(D) Tracking student attendance and improving student engagement in distance education;

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(E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

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**Part D: Other Allowable Uses**

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description (**1000 characters or less**) of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are **not** required to spend funds in each of these areas.

<b>Allowable Use</b>	<b>ESSER III Formula Funds will be used to support this Allowable Use area</b>	<b>Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area</b> <small>1000 characters or less and use of bullet points is acceptable)</small>	<b>Timeline</b> <small>100 characters</small>	<b>Impact Measures</b> <small>500 characters</small>	<b>Total Amount for Each Allowable Use Area</b>
<b>FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION:</b> 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="checkbox"/> Yes  <input type="checkbox"/> No				
<b>IMPROVE AIR QUALITY:</b> Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications	<input type="checkbox"/> Yes  <input type="checkbox"/> No				

and other air cleaning; fans, control systems, and window and door repair and replacement.					
<b>COORDINATION OF PREPAREDNESS AND RESPONSE:</b> 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.	<input type="checkbox"/> Yes  <input type="checkbox"/> No				
<b>PROVIDING PRINCIPALS/LEADERS WITH RESOURCES:</b> Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.	<input type="checkbox"/> Yes  <input type="checkbox"/> No				
<b>ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS:</b> Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach	<input type="checkbox"/> Yes  <input type="checkbox"/> No				



and service delivery will meet the needs of each population.					
<b>IMPROVING PREPAREDNESS AND RESPONSE:</b> Developing and implementing procedures and systems to improve preparedness and response efforts.	<input type="checkbox"/> Yes  <input type="checkbox"/> No				
<b>TRAINING TO MINIMIZE VIRUS TRANSMISSION:</b> Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	<input type="checkbox"/> Yes  <input type="checkbox"/> No				
<b>SUPPLIES TO SANITIZE AND CLEAN:</b> Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	<input type="checkbox"/> Yes  <input type="checkbox"/> No				
<b>LONG-TERM CLOSURE ACTIVITIES:</b> Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the	<input type="checkbox"/> Yes  <input type="checkbox"/> No				

<p>Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>					
<p><b>EDUCATION TECHNOLOGY:</b> Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.</p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No				
<p><b>MENTAL HEALTH SERVICES:</b> Providing mental health services and supports.</p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No				
<p><b>SUMMER LEARNING:</b> Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with</p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No				

disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.					
<p><b>OTHER ESSA ELIGIBLE ACTIVITIES:</b>          Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.          Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act; the Individuals with Disabilities Education Act; the Adult Education and Family Literacy Act; the Carl D. Perkins Career and Technical Education Act of 2006; or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.</p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No				
					<p><b>Total ESSER III Funds</b></p>

**Part E: Assurances**

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

<input type="checkbox"/>	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
<input type="checkbox"/>	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
<input type="checkbox"/>	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
<input type="checkbox"/>	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
<input type="checkbox"/>	Funds shall not be transferred into or out of this allotment category.
<input type="checkbox"/>	<b>LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)</b> An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u> , make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted, with a live link to the PSU website, after the 30 day comment period from each PSU to be in compliance with ARPA.

## 2.3 Related Documents

NCDPI will manage the ESSER III Related Documents section within the ESSER III Funding Application as is done for the Consolidated Funding Application.

### Required Documents

- Debarment Certification (template provided) **(1 document)**

### Optional Documents

- Other ESSER III Collaborative Agreement(s) with external organization(s) – No template provided **(Up to 3 documents)**