

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

Requirements Specification for PRC 181

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

NCCCIP 2020-2021 ESSER III

Table of Contents

1	Purpose of ESSER III Funds	2
	Funding Application	
	udget Page	
	rant Details Page	
	elated Documents	

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	Purchased Services	Supplies and Materials	Capital Outlay 500	Transfers 700	Total
Purpose Code		200	300	400			
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
					A	djusted 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 databased 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.



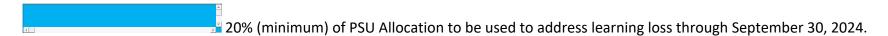
Part B: Data Analysis

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.



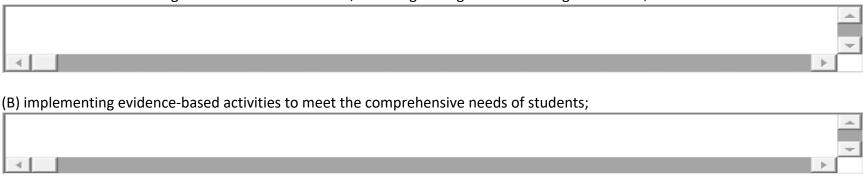
Part C: Address Learning Loss

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.



In the required spaces below, <u>provide a detailed description</u> 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;



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



(E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that	improving student engagement in distance education;	
(E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that		_
(E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that		
(E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students tha		
experienced learning loss.	ss with evaluating and comparing to pre-pandemic grades and progress to identify student	s that
		_
▼	>	-

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.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area 1000 characters or less and use of bullet points is acceptable)	Timeline 100 characters	Impact Measures 500 characters	Total Amount for Each 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				
IMPROVE AIR QUALITY: 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	☐ Yes ☐ No				

and other air cleaning; fans,			
control systems, and window and			
door repair and replacement.			
COORDINATION OF			
PREPAREDNESS AND RESPONSE:			
Coordination of preparedness			
and response efforts of local			
educational agencies with State,			
local, Tribal, and public health	Yes		
departments and other relevant			
agencies, to improve coordinated	□No		
responses among such entities to			
prevent, prepare for, and			
respond to Coronavirus.			
PROVIDING			
PRINCIPALS/LEADERS WITH			
RESOURES:			
Providing principals and others			
school leaders with the resources	Yes		
necessary to address the needs			
of their individual schools.	□No		
ADDRESSING UNIQUE NEEDS OF			
SPECIAL POPULATIONS:			
Activities to address the unique			
needs of low-income children or			
students, children with			
disabilities, English learners,	☐ Yes		
racial and ethnic minorities,	l		
students experiencing	∐ No		
homelessness, and foster care			
youth, including how outreach			

NCCCIP 2020-2021 ESSER III April SBE Meeting

and service delivery will meet the			
needs of each population.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	☐ Yes		
TRAINING TO MINIMIZE VIRUS TRANSMISSION:			
Training and professional development for staff of the local	Yes		
educational agency on sanitation and minimizing the spread of infectious diseases.	☐ No		
SUPPLIES TO SANITIZE AND			
CLEAN:			
Purchasing supplies to sanitize			
and clean the facilities of a local educational agency, including	Yes		
buildings operated by such agency.	☐ No		
LONG-TERM CLOSURE ACTIVITIES:			
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	Yes		
provide guidance for carrying out			
requirements under the	☐ No		

NCCCIP 2020-2021 ESSER III April SBE Meeting

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.			
EDUCATION TECHNOLOGY:			
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	Yes		
instructors, including low-income			
students and students with	∐ No		
disabilities, which may include			
assistive technology or adaptive			
equipment.			
MENTAL HEALTH SERVICES:	Yes		
Providing mental health services			
and supports.	No		
SUMMER LEARNING:			
Planning and implementing			
activities related to summer			
learning and supplemental			
afterschool programs, including			
providing classroom instruction			
or online learning during the	□ vos		
summer months and addressing	Yes		
the needs of low-income	l		
students, students with	∐ No		

NCCCIP 2020-2021 ESSER III April SBE Meeting

disabilities, English learners,				
migrant students, students				
experiencing homelessness, and				
children in foster care.				
OTHER ESSA ELIGIBLE				
ACTIVITIES:				
Other activities that are				
necessary to maintain the	Yes			
operation of and continuity of				
services in local educational	□No			
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.				
			Total E	SSER
			III Fu	nds

NCCCIP 2020-2021 ESSER III

April SBE Meeting
10

Part E: Assurances

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

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.
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.
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.
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).
Funds shall not be transferred into or out of this allotment category.
LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)
An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its
website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly
<u>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)