

Blank ARP-ESSER Application



Emergency Relief (ESSER) APPLICATION

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Contact person: James Dean, Pine RSU

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A check mark before a link indicates that all required information has been entered in the page.

Figure 1-Landing Page

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Emergency Relief Fund (ESSERF) Application

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Contact person: James Dean, Pine RSU

ESSERF Application Setup Page

LEA: Pine RSU

Allocation: \$560,000.56

Superintendent:

Telephone:

Email:

Do you intend to apply for Elementary and Secondary School Emergency Relief Fund under the ARP Act of 2021?

Yes No

If you do not intend to apply, no additional information is required. Click "Submission" in the menu bar and submit and certify this application.

Please update and complete the following contact information.

LEA Address:

LEA Contact:

Contact's Position:

Contact's Office:

Contact's Address:

Contact's Telephone:

Contact's Fax:

Contact's Email:

Zip Code plus 4:


DUNS Number:

[Save Site Information](#)

[Application Coversheet »](#)

Figure 2-Application Setup Page

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Emergency Relief (ESSER) Funds

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Contact person: James Dean, Pine RSU

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

To receive the School Administrative Unit (SAU)'s allocation under the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds under section 2001 of the ARP program, a Superintendent must submit to the Maine Department of Education an application that provides the following information:

- A completed and certified application cover sheet and assurances.
- Identifies and describes SAU Overall Priorities and Consultation
- Provides information related to the SAU Plan for Safe Return to In-Person Instruction and Continuity of Services
- Selects evidence-based intervention(s) that will be used as part of the required 20% Reservation to Address the Academic Impact of Lost Instructional Time
- Develops project(s) to utilize the Remaining ARP ESSER Funds

TECHNICAL INSTRUCTIONS

This is a short list of instructions. For detailed directions click the "TECHNICAL DIRECTIONS" link in the menubar.

- Follow the sequence of the main menu as you work on the application;
- A check mark (✓) before a link indicates that required information has been entered in the page. However you must determine that it is complete and correct;
- When entering funds in budgets, do not use dollar signs and/or commas;
- Once all links have a check mark (✓) you will be able to submit this application.
- To return to the Main Menu from any page, click on "Data Entry" link in the menubar.

[To Application setup »](#)

Figure 3-Application Instruction



DATA ENTRY SUBMISSION TECHNICAL DIRECTIONS LOG OUT

Contact person: James Dean, Pine RSU

SCHOOL ADMINISTRATIVE UNIT American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) APPLICATION

PART 2: APPLICATION COVER SHEET

Legal Name of Applicant: Pine RSU	Applicant's Mailing Address: Suite IC USA Route IA Pine Valley, ME 12345
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: James Dean Position: Assistant Superintendent Office: Office of the Superintendent Contact's Mailing Address: USA Route IA Suite 44 Pine Valley, ME12345 Zip Code Plus 4: 01010-1011 DUNS #: 1245673 Telephone: 555-555-5556 Fax: 555-555-5557 E-mail address: support@gemschoolsoftware.com	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Superintendent (Printed Name): Dr. Joseph Johnson Jr	Telephone: 555-555-5555
Signature of Superintendent: Not Certified by Electronic Signature	Date: 00/00/0000

Assurances and Certifications

Figure 4-Populated Cover Sheet

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Assurances and Certifications

The Superintendent or their authorized representative assures the following:

- The SAU acknowledges and agrees/certifies acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds under section 2001 of the ARP (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485, and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.
- The SAU acknowledges and agrees/certifies acknowledges and certifies that Part 1 of the ARP ESSER application has been successfully submitted and approved.
- The SAU will reserve at least 20 percent of its total ARP ESSER funds to address the lost instructional time through the implementation of evidence-based interventions and ensure that those interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based 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).
- The remaining SAU ARP ESSER funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:
 - coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
 - training and professional development on sanitizing and minimizing the spread of infectious diseases;
 - purchasing supplies to sanitize and clean the SAU's facilities;
 - repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
 - improving indoor air quality;
 - addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
 - developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
 - purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
 - providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
 - planning and implementing activities related to summer learning and supplemental after-school programs;
 - addressing learning loss; and
 - other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff.

Figure 5-Assurances and Certifications

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Check the box to confirm that you have read and accept the terms, conditions and assurances included above.

Superintendent (Printed Name) Dr. Joseph Johnson Jr	Telephone: 555-555-5555
Signature of Superintendent: Not Certified by Electronic Signature	Date: 00/00/0000

Save Coversheet

Figure 6-Certified Signature

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Contact person: James Dean, Pine RSU

SAU Overall Priorities and Consultation

Provide the top 2 or 3 SAU priorities as a result of or in response to the COVID-19 pandemic. Please illustrate the data source(s) utilized and stakeholders that determined the most critical and/or widespread needs experienced by students, staff, community members and educational personnel.

Priorities	Data Source	Stakeholder Group(s)

Under the Interim Final Rule (IFR), the SAU must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its ARP ESSER Application.

1. Check the boxes below to attest that meaningful consultation was conducted with:

- students
- families
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff and their unions

1.a. Additionally, an SAU must engage in meaningful consultation with each of the following, to the extent present in or served by the SAU

- tribes
- civil rights organizations (including disability rights organizations)

and stakeholders representing the interests of:

- children with disabilities,
- English learners,
- children experiencing homelessness,
- children in foster care,
- migratory students,
- children who are incarcerated, and
- other underserved students

2. Describe how the SAU provided the public the opportunity to provide input in the development of the SAU's ARP ESSER Application and how such input was taken into account during the development of the ARP ESSER Application:

3. Provide the website link of the publicly available ARP ESSER Application (use of funds plan):

Save SAU Overall Priorities and Consultation

To SAU Plan for Safe Return to In-Person Instruction and Continuity of Services »

Figure 7-SAUs Priorities and Stakeholder Consultation



Contact person: James Dean, Pine RSU

SAU Plan for Safe Return to In-Person Instruction and Continuity of Services

In [Section 2001\(i\) of the ARP Act](#), the Safe Return to In-Person Instruction is described and indicates that an SAU must:

- Develop and make publicly available on the SAU's website a plan for safe return to in-person instruction and continuity of services
- Before making the plan for safe return to in-person instruction and continuity of services, the SAU will seek public comment and take such comments into account in the development of the plan.
- If the SAU developed a plan that collected public input and is posted on the SAU's website, then the SAU would be in compliance with Section 2001(1). In addition, Appendix B of [Interim Final Rule \(IFR\)](#) requires that an SAU regularly, but no less frequently than every six months, review and, as appropriate, revise its plan for the safe return to in person instruction and continuity of services.
By checking the boxes and responding to the questions below, the Superintendent or their authorized representative is attesting the SAU is aware of the requirements in the APR Act and IFR related to the safe return to in person instruction and continuity of services.

1. Provide the website Link of the publicly available *Plan for Safe Return to In-Person Instruction and Continuity of Services*:

2. Describe the process of obtaining public comment(s):

3. The SAU Plan is required by the IFR to be reviewed and revised, no less frequently than every six months.
 Checking the box confirms the SAU Plan has been reviewed and revised in the last 6 months

4. Describe the review and revision process confirmed in question 3:

5. Check the boxes below to attest that the plan describes the requirements stated:

- (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
- A. Universal and correct wearing of masks
 - B. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
 - C. Handwashing and respiratory etiquette.
 - D. Cleaning and maintaining healthy facilities, including improving ventilation.
 - E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
 - F. Diagnostic and screening testing.
 - G. Efforts to provide vaccinations to school communities.
 - H. Appropriate accommodations for children with disabilities with respect to health and safety policies.
 - I. Coordination with State and local health officials.

(ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Save Safe Return

TO MENU »

Figure 8-SA U Plan for Safe Return to In-Person Instruction



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Contact person: James Dean, Pine RSU

Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the [U.S. Department of Education's COVID-19 Handbook](#).

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

- High-quality tutoring
- Bridge programs
- Enrichment programs
- Credit recovery
- Extended school year
- Extended School Day (before and after school)
- Summer programming
- Class-size reduction
- Family support resources
- Other:

Figure 9-Evidence-based Intervention

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Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the U.S. Department of Education's COVID-19 Handbook.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:

Class-size reduction

2. Describe the following for the intervention selected:

a. Which grades will participate (check all that apply)

- Pre-K
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

b. Which student subgroup(s) are targeted and will participate (check all that apply)

- American Indian or Alaskan Native, not Hispanic
- Asian, not Hispanic
- Black or African American, not Hispanic
- Hispanic, of any race
- Native Hawaiian or Pacific Islander, not Hispanic
- Two or more races, not Hispanic
- White, not Hispanic
- Children and youth in foster care
- Children with disabilities
- English Learners
- Migratory students
- Students experiencing homelessness
- Students from low-income families

3. Provide a brief project description including details and timeline:

4. Describe the formative assessment plan to evaluate student progress and impact for the intervention selected:

5. List products and/or services to be procured and estimated cost as a result of this project:

6. Project Budget

Object Codes				
1000-3000	3200-4000	4300	7000	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>

Save Project

TO MENU

Delete Project

Figure 10-Description of 20% Reservation project

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Reservation to Address the Academic Impact of Lost Instructional Time

Section 2001(e)(1) of the ARP Act requires SAUs to reserve at least 20% of their ARP ESSER allocation to address loss of instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

1. This project will utilize funding for:

- Any activity authorized by ESEA
- Any activity authorized by Individuals with Disabilities Education Act (IDEA)
- Any activity authorized by Adult Education and Family Literacy Act (AEFLA)
- Any activity authorized by Carl D. Perkins Career and Technical Education Act of 2008 (Perkins CTE)
- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- Training and professional development on sanitizing and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the SAU's facilities
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- Improving indoor air quality
- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
- Planning and implementing activities related to summer learning and supplemental after-school programs;
- Addressing learning loss;
- Other:

Create Project

Figure 11-Allowable Use for Remaining Funds

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Contact person: James Dean, Pine RSU

Remaining ARP ESSER Funds

1. Project Title

2. This project will utilize funding for:
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors

3. Project Description including details and timeline:

4. List products and/or services to be procured and estimated cost as a result of this project:

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>

Not all required information has been entered!

Figure 12-Description of Remaining Fund Project

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Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$560,000.56
 Sub-Award Amount \$34,200.00
 20% Set Aside for Learning Recovery \$112,000.11

Reservation Projects	Object Codes				Total Amount
	1000-2000 Salaries & Benefits	3000-6000 Purchased Services	6000 Supplies	7300 Equipment	
Total of Reservation Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Add a title	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total of Additional Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total of all Project Budgets	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Note: Actual expenditures will be reported monthly through a Web Based ESF Report and verified quarterly via MEFS (Maine Education Financial System). ARP ESSER 3 funds are to be fully obligated and expended by September 30, 2023, excluding a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.

The total of reservation project budgets (\$0.00) is less than the required set-aside (\$112,000.11) The difference is (\$-112,000.11). This application cannot be submitted.

The total of budgets (\$0.00) is not equal to the allocation (\$560,000.56)The difference is (\$-560,000.56). This application cannot be submitted.

Figure 13-Populated Budget

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Contact person: James Dean, Pine RSU

**Welcome to the American Rescue Plan (ESSER) Application
Pine RSU's Data Entry Menu**

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Reservation to Address the Academic Impact of Lost Instructional Time

- ✓ [Create a Project to Address the of Lost Instructional Time](#)
- ✓ [Credit recovery](#)

Remaining ARP ESSER Funds

- ✓ [Ventilation](#)
- ✓ [Social Worker at ES](#)
- ✓ [Intervention teachers at ES](#)

✓ [Budget Summary for Funds Allocated Under ARP ESSER !!!](#)

A check mark before a link indicates that all required information has been entered in the page.

No additional information is required to complete and submit the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) APPLICATION if you have not already done so, and you are ready to submit. please go the submission page and send the electronic signature

Figure 14-Submission Page

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DATA ENTRY SUBMISSION TECHNICAL DIRECTIONS LOG OUT

Project Contact: James Dean, Pine RSU

Submission page for ARP (ESSER III)

ARP GRANT AWARD NOTIFICATION (GAN)

The ARP ESSER 3 Cover Sheet / Assurances is submitted

The ARP ESSER 3 Cover Sheet / Assurances is approved.

View completed Application Coversheet and Assurances:
Download ARP Application Coversheet and Assurances for Viewing

▶ View completed ARP ESSER 3 Application:
Download ARP ESSER 3 Application for Viewing

The ARP ESSER 3 application is open.
The ARP ESSER 3 application is not approved.

You now have the option to mark this application complete and email the electronic signature to Dr. Joseph Johnson Jr, Superintendent of Schools at support@gemschoolsoftware.com

▶ EMAIL ELECTRONIC SIGNATURE

Figure 15-Email page for Superintendent

