

ESSER III

GRANT AWARD NOTIFICATION

Awarding Agency: U.S. Department of Education
Award Number: S425U210004
Project Description: American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)
CFDA: 84.425U
Registration with SAM: All local educational agencies (LEAs) must register with the System for Award Management (SAM) and maintain up-to-date information
SEFA and SF-CAS: All local educational agencies (LEAs) need to provide identification of all ESF awards in their Schedule of Expenditures of Federal Awards (SEFA) and Data Collection Form (SF-SAC)

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*

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

PART 2: APPLICATION COVER SHEET

Legal Name of Applicant: RSU 37 MSAD 37	Applicant's Mailing Address: 1020 Sacarap Road Harrington, ME 04643
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Dawn Fickett Position: Assistant to the Superintendent Office: Superintendent's Office Contact's Mailing Address: 1020 Sacarap Rd Harrington, ME04643 Zip Code Plus 4: 04643-1020 DUNS #: 77476745 Telephone: 207-483-2734 Fax: 207-483-6051 E-mail address: dfickett@msad37.org	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Superintendent (Printed Name): Ronald Ramsay	Telephone: 207-483-2734
Signature of Superintendent:	Date: 09/22/2021

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.

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

Superintendent (Printed Name): Ronald Ramsay	Telephone: 207-483-2734
Signature of Superintendent: Certified by Electronic Signature	Date: 09/22/2021

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)
Learning Loss	Report cards, Assessments, Teacher/Administrator observation	Students, Parents, Teachers, Administrators, School Board
Computer Infrastructure	Inability to seamlessly and effectively offer remote learning	IT Director, Teachers, Administrators, Students, Parents, School Board
Health & Safety as it pertains to adequate space and air quality	inability to adequately socially distance and inability to provide ventilation/filtered air	Maintenance Director, Administration, Teachers, Parents, Students, School Board

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:

Meetings were held in each school with teachers and administrators to discuss the needs of each one. The public was included in discussions of the potential use of ESSER funds at multiple school board meetings, when the Superintendent, Administrators, and School Board were discussing the most beneficial use of funding.

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

www.msad37.org

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*:

www.msad37.org

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

Public comments were welcomed at school board meetings. Staff were invited to comment at staff meetings. COVID letters that were sent home with students, as well as posted on our website and Facebook page which invited public comment. A special meeting was held regarding our back to return to school plan with the public invited to attend and participate in the discussion.

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:

Administration met several times over the summer to discuss the back to school plan, as did our school board. Public comments were welcomed at school board meetings. Staff were invited to comment at staff meetings. COVID letters that were sent home with students, as well as posted on our website and Facebook page which invited public comment. A special meeting was held regarding our back to return to school plan with the public invited to attend and participate in the discussion.

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.

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

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:

The district will hire tutors to work in each of our four schools to provide support to students who have suffered learning loss due to COVID. Timeline: Sept 2021 through June 2023

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

Pre and post tests will be administered that evaluate student's progress along the educational continuum as they pertain to each learning standard. These evaluations will include local assessments, as well as NWEA and IXL evaluations.

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

The only cost associated with this project is for the tutors.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$143,000.00	\$0.00	\$0.00	\$0.00	\$143,000.00

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:

Enrichment programs

2. Describe the following for the intervention selected:

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

- 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:

A summer enrichment program will be offered that incorporates technology, ELA, math, and science and allows problem-solving by the students involved. June 2021 to August 2022

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

Each day's activities will address learning standards that students might be struggling to master. The evaluation of the program will be assessed by a final project that incorporates the learning standards addressed during the enrichment program and if students have successfully met those standards.

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

Costs for this program will include the tutors wages/benefits, transportation for students, and food service costs (wages/benefits, food, supplies) to offer breakfast and lunch each day.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$6,100.00	\$0.00	\$1,000.00	\$0.00	\$7,100.00

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:

Credit recovery

2. Describe the following for the intervention selected:

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

- 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:

Credit recovery programming will be offered to our high school students to assist them in completing coursework that they fell behind on during the school year or to recover credits lost because of low grades. June 2021 to Aug 2021

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

Upon evaluation of the work produced during the credit recovery program, students will show that they are proficient in the learning standards required to gain credits.

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

Associated costs include tutors, transportation services, and food service costs (wages/benefits, food and supplies) to offer breakfast and lunch each day.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$3,000.00	\$0.00	\$500.00	\$0.00	\$3,500.00

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:

Summer programming

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

- 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:

Summer programming will be offered at all three of our PreK-6 elementary schools to offer a theme-based learning experience that will foster the building of reading and math skills. It will include instruction in all four learning styles and include differentiated instruction to meet all students' needs with the intent to help them recover some of the learning loss they have experienced due to the pandemic. Timeline: June 2021 to August 2022

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

End of year assessments will be compared with assessments given at the beginning of the new school year to evaluate the progress students made by attending the summer program .

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

summer tutors, transportation costs, food service costs (wages for cooks, food, supplies)

6. Project Budget
-

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$46,500.00	\$900.00	\$7,100.00	\$0.00	\$54,500.00

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:

Extended School Year

2. Describe the following for the intervention selected:

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

- 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 with disabilities

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

Extended school year services will be provided for our children with disabilities to give them continuity to their programs. This will allow them to keep progressing toward their IEP goals instead of regressing due to learning loss related to the pandemic. Timeline: June 2021 to Sept 2022

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

Students will be continually evaluated toward progress of meeting the goals of each individual student's IEP.

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

Tutors, transportation, food service costs (wages, food, supplies) to provide breakfast and lunch each day

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$50,000.00	\$0.00	\$7,500.00	\$0.00	\$57,500.00

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:

Social and Emotional Counseling/Services

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:

Students will be offered counseling services to assist them with dealing with the social and emotional issues that the pandemic has caused, and reduce the stress they are feeling which impacts their learning. Timeline: Sept. 2021 through August 2023

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

Counselors will establish baselines for each student involved in counseling and will assess the progress students are making toward the goal of learning to deal with the social and emotional issues caused by the pandemic that are impacting their learning.

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

Contracted services with licensed counselors

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00

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:

Technology

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:

The district will purchase devices to ensure that all students are equipped with the tools necessary to go remote should the need arise again. The experiences of the past 18 months with the pandemic have allowed us to identify weaknesses in our technology department and especially in our infrastructure. We need to complete our upgrade to ensure that our system can handle the increased demand for remote instruction along with making sure that all staff and students have adequate devices. We also will finish equipping all classrooms with telephones to facilitate communication within the schools and with parents regarding issues caused by COVID.

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

Upon completion of this project, all of our students will have the necessary tools and will be able to access the online resources necessary to successfully participate in on-line learning as we continue to navigate the fall-out of COVID.

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

laptops, telephones, computer infrastructure

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$250,000.00	\$40,000.00	\$10,000.00	\$300,000.00

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:

Attendance Coordinator/Tuancy Officer

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:

The district will hire an attendance coordinator/truancy officer to work with our schools, staff, students, and their families to encourage a return to or increase in attendance levels pre-COVID. We all know that the pandemic has disrupted the education of many students, and by hiring an individual dedicated exclusively to working with families to help overcome any obstacles that are hindering their children attending school, we hope to encourage better attendance from our students that are struggling. Timeline Sept 2021 through August 2023

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

Attendance records will show an increase in the average daily attendance of our students, and the number of students who are identified as being truant will decrease. Better attendance should also result in increased levels of learning as we know that most students need to be in school to make gains.

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

hiring of an attendance coordinator/truancy officer (salary and benefits), estimated cost \$120,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$120,000.00	\$0.00	\$0.00	\$0.00	\$120,000.00

Remaining ARP ESSER Funds

1. Project Title: **Professional Development**

2. This project will utilize funding for:
Any activity authorized by ESEA

3. Project Description including details and timeline:

Improving Teacher Quality--In response to regional needs and state and national trends, school districts in Washington County are working together as a non-profit collaborative organization called the Washington County Consortium (WCC). The goal is to create a strong and sustainable regional collaborative for professional development in Washington County. In partnership with institutions of higher education (the University of Maine at Machias and Washington County Community College), the WCC provides support to nine member districts and over six hundred educators and leaders across the region. It allows our staff to participate in various professional development opportunities together. Timeline: Sept 2021 through September 2023

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

Membership in the Washington County Consortium, which includes all teachers and administrative staff; Estimated cost is \$60,000.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$60,000.00	\$0.00	\$0.00	\$60,000.00

Remaining ARP ESSER Funds

1. Project Title: **Heat Pumps**

2. This project will utilize funding for:
Improving indoor air quality

3. Project Description including details and timeline:

We will contract for installation of heat pumps in areas of our schools that do not currently have them. Ductless heat pumps are more effective at preventing the spread of viruses, such as COVID,

as they do not recirculate the air throughout the building. Due to zoned heating and cooling, the air in a single room with a ductless heat pump will largely be confined to that room. Timeline: Sept 2021 to September 2023

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

purchase/installation of heat pumps; estimated cost \$250,000

- Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$250,000.00	\$0.00	\$0.00	\$250,000.00

Remaining ARP ESSER Funds

- Project Title: **Renovations to CTE Building**

- This project will utilize funding for:

Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards

- Project Description including details and timeline:

The district will contract for renovation of space to a section of our new CTE building that is not currently being utilized. This will allow us to move current programs to this new site, freeing up space in our high school. Last year, we were unable to have our high school open to all students five days a week due to space issues. By doing this renovation, we will have more space to spread our students out should the need arise due to COVID.

It will provide a safe environment that reduces the risk of virus transmission because of additional space. This project also falls in line with activities authorized by Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) as it will allow us to expand our CTE offerings in the next couple of years.

Timeline; September 2021 through September 2023.

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

Contracted service for renovation of space; estimated cost is \$943,292.45

- Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$943,292.45	\$0.00	\$0.00	\$943,292.45

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$1,988,892.45
Sub-Award Amount	\$1,325,928.30
20% Set Aside for Learning Recovery	\$397,778.49

Reservation Projects	Object Codes	
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	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
High-quality tutoring	\$143,000.00	\$0.00	\$0.00	\$0.00	\$143,000.00
Enrichment programs	\$6,100.00	\$0.00	\$1,000.00	\$0.00	\$7,100.00
Credit recovery	\$3,000.00	\$0.00	\$500.00	\$0.00	\$3,500.00
Summer programming	\$46,500.00	\$900.00	\$7,100.00	\$0.00	\$54,500.00
Extended School Year	\$50,000.00	\$0.00	\$7,500.00	\$0.00	\$57,500.00
Social and Emotional Counseling/Services	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00
Technology	\$0.00	\$250,000.00	\$40,000.00	\$10,000.00	\$300,000.00
Attendance Coordinator/Truancy Officer	\$120,000.00	\$0.00	\$0.00	\$0.00	\$120,000.00
Total of Reservation Projects	\$368,600.00	\$300,900.00	\$56,100.00	\$10,000.00	\$735,600.00
Professional Development	\$0.00	\$60,000.00	\$0.00	\$0.00	\$60,000.00
Heat Pumps	\$0.00	\$250,000.00	\$0.00	\$0.00	\$250,000.00
Renovations to CTE Building	\$0.00	\$943,292.45	\$0.00	\$0.00	\$943,292.45
Total of Additional Projects	\$0.00	\$1,253,292.45	\$0.00	\$0.00	\$1,253,292.45
Total of all Project Budgets	\$368,600.00	\$1,554,192.45	\$56,100.00	\$10,000.00	\$1,988,892.45

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.

