

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: Ellsworth School Department	Applicant's Mailing Address: 66 Main St., Suite 201 Ellsworth, ME 04605
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Rachel E. Kohrman Ramos Position: Curriculum Director Office: Ellsworth School Department Contact's Mailing Address: 66 Main St., Suite 201 Ellsworth, ME04605 Zip Code Plus 4: 046051971 DUNS #: 051541720 Telephone: 207-664-7100 Fax: 207-669-6032 E-mail address: rkohrmanramos@ellsworthschools.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): Daniel Higgins	Telephone: 2076647100
Signature of Superintendent: Certified by Electronic Signature	Date: 09/29/2021

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): Daniel Higgins	Telephone: 2076647100
Signature of Superintendent: Certified by Electronic Signature	Date: 09/29/2021

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	NWEA Data, Community and Leadership Surveys, Staff Meetings and Classroom Data.	Leadership, Parents, Community Members, Faculty and Staff.
Social and Emotional Health	Community and Leadership Surveys, Staff Meetings, Parent , Counselor, and Teacher Observations.	Leadership, Parents, Community Members, Faculty and Staff.
Physical Health and Safety	CDC Statistics, Nursing Reports, Community Hospital Statistics.	CDC, Nurses, Community Members, Faculty and Staff.

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:

The Ellsworth School Department provided two surveys; one to students, parents, community members, board members and faculty and staff and one to our leadership team, when developing the ARP ESSER application. Additionally, multiple conversations and discussions between administrators, families, faculty and staff and community organizations over the course of the last year have helped us understand the communities' priorities.

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

[https://www.ellsworthschools.org/ARP ESSER Application/](https://www.ellsworthschools.org/ARP%20ESSER%20Application/)

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.ellsworthschools.org/Plan for Safe Return to In-Person Instruction and Continuity of Services/](http://www.ellsworthschools.org/Plan%20for%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services/)

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

We had board meetings over the summer with a public comment session and conducted a survey of all parents and staff regarding options for mask policy and pool testing.

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:

The Ellsworth School Board met and updated the Plan for Safe Return to In-Person Instruction and Continuity of Services on two occasions, and approved the plan on August 12, 2021. The plan was reviewed and amended on August 26, 2021 and September 14, 2021.

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*)

- 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:

Pre-COVID, only 3 grade levels 3-10 met projected growth goals on NWEA on Fall to Spring 18-19 NWEA. In Spring of 2021, no grade level met projected growth on NWEA in Math. Two experienced, certified, math interventionists will be hired to provide high dosage tutoring each week during the school day. The interventionists will use an evidence-based core curriculum to help students accelerate toward grade level mastery. They will use worked examples, deep explanatory questions, problem solving exercises, etc. in small groups of five or less.

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

The formative assessment plan will include quizzing, end-of-unit/chapter tests, fall, winter and spring NWEA, MAP Accelerator student data, teacher-made assessments and teacher observations.

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

Two interventionists will be hired at a beginning salary and benefit package of \$ 88,000 per year each, to be increased by 3% per year for 3 years through June, 2024.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$541,638.40	\$0.00	\$0.00	\$0.00	\$541,638.40

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 Assessment and Teaching Resources

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

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:

Learning Materials and Resources will be purchases to provide educators tools in helping students accelerate toward grade level mastery. Materials will be purchased by September 30, 2024. MAP Accelerator subscription will be purchased through September, 2024. Speed DIAL Materials for Kindergarten allow for group administration of beginning of year skills allowing for maintenance of physical distancing between teachers and students. Fountas and Pinnell shared reading resources will be purchased to provide necessary resources that were scarce during remote instruction when students took school resources home and did not return them. Updated targeted instructional lessons that align with the F and P phonics and literacy program will support the Title IA intervention plan for students most at risk based on NWEA and F and P data. The MAP Accelerator subscription will purchase an adaptive digital math program that will use NWEA scores for each student to support their continued learning and growth through guided and supervised practice.

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

Students will be monitored through Speed DIAL, NWEA, and F and P Benchmark testing.

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

Fountas and Pinnell Shared Reading Program for K-4. MAP Accelerator for 200 students in grades 3 and 4 for 3 years. Speed DIAL for Kindergarten, 6 classrooms.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$10,500.00	\$10,223.90	\$0.00	\$20,723.90

Remaining ARP ESSER Funds

1. Project Title: **Social Emotional Well-Being of Students with Disabilities**

2. This project will utilize funding for:

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

3. Project Description including details and timeline:

Due to stresses of COVID-19 we have seen a rise in extreme behaviors of all students, most acutely of those with students with disabilities. We need support for teachers to work with these students to regulate their behavior as they return to school and adapt to the social environment of the school setting, complete with COVID-19 protocols, such as masking, social distancing, new norms and rules.

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

We will hire an employee for 3 years who can support our teachers in behavior management regulation for all students receiving special services, Grades K-12 but with focus on the Life Skills and Behavior classrooms, K-8. We will purchase 3 years of the Zones of Regulation program for Life Skills and the Behavioral staff, provide training, and resources for classroom special ed teachers and ed techs, K-8. In addition, we will purchase an 3 years of the online support and training series for parents called Triple-P Positive to empower parents to support our efforts in their academic lives.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$222,000.00	\$0.00	\$20,000.00	\$0.00	\$242,000.00

Remaining ARP ESSER Funds

1. Project Title: **Social Emotional Well-Being for All Students**

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:

Since COVID-19, all students have shown a decrease in mental health. Signs of this are evident in all schools, Kindergarten through Adult Education. Additional counseling support is needed. For example, at the Hancock County Technical Center, there is currently no counseling support for students. We have a full-time population and students in the AM and PM sessions that have counseling needs while having in-person classes with us in our building. The highest needs at HCTC are on Tuesday through Thursday, so the additional social worker will be able to support the social workers at the elementary/middle, high schools as well as adult education on Monday and Friday.

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

One Licensed Clinical Social Worker (LCSW) for 3 years.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$270,000.00	\$0.00	\$0.00	\$0.00	\$270,000.00

Remaining ARP ESSER Funds

1. Project Title: **Auditorium Modifications for Student/Community Safety**

2. This project will utilize funding for:

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

3. Project Description including details and timeline:

The auditoriums in both the elementary/middle and high schools have outdated sound and projection equipment that prevent audience members from physically distancing during performances, presentations, and public events such as school board meetings and open houses. Projection and sound equipment will be replaced and upgraded so that presenters will have individual microphones and will not need to share or clean devices in between use. Larger screens will be installed so that audiences can view presentations from a longer distance.

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

Projection equipment for high school auditorium. Installation package for high school auditorium. Screen for high school auditorium. Sound system for elementary/middle school cafetorium.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$30,000.00	\$20,000.00	\$50,000.00	\$100,000.00

Remaining ARP ESSER Funds

1. Project Title: **Improving Indoor Air Quality**

2. This project will utilize funding for:

Improving indoor air quality

3. Project Description including details and timeline:

Due to COVID-19, maximum control of air ventilation and quality of air flow is of extreme importance. All buildings in the Ellsworth School Department require upgrades in these areas, including onsite control of heating/cooling systems, upgrades to windows, air conditioning units, fans, replacement of carpeting that traps virus spores, as well as vaping detectors, fans and air filters.

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

Ellsworth High School: Replacement windows, cooling units for 2nd and 3rd floors, fans, vape detectors in bathrooms, air filters. Replacement of library rugs with vinyl flooring.
Hancock County Technical Center: Vape detectors in bathrooms, air filters, fans.

Ellsworth Elementary Middle School: Local control/Siemens contract of boiler/heating/cooling pump, air filters, fans.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$203,100.00	\$200,000.00	\$0.00	\$403,100.00

Remaining ARP ESSER Funds

1. Project Title: **Administrative Preparedness**

2. This project will utilize funding for:

Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs

3. Project Description including details and timeline:

Technology upgrades to phone and intercom systems (PBX) are critical to maintain a safe and healthy environment. The ability to respond to critical and urgent matters is vital to maintain safe and healthy operations. The district will improve the internal phone and communication abilities within the district. Additionally, we need to be prepared to work remotely at home in case of CDC recommendation.

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

PBX Intercom systems at Ellsworth High School and Ellsworth Elementary/ Middle School. Additional monitors, laptops and hardware for administrators and administrative assistants. Cloud-based ADS Profund software to work from home.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$100,000.00

Remaining ARP ESSER Funds

1. Project Title: **Planning Online Learning**

2. This project will utilize funding for:

Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning

3. Project Description including details and timeline:

Although teachers prepare for remote and in person lessons in the summer, the experience of teaching both remotes and in person groups of students is extremely stressful and often leads one or the other group requiring additional attention from the teacher. Teachers will be provided extra hours to attend classes virtually and follow up with remote students in Zoom break out rooms to ensure student engagement, understanding and follow through.

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

4 hours per week per teacher for 1 year above and beyond the school day if CDC protocol demands that instruction be delivered - whole-class- remotely or hybrid.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$182,658.17	\$0.00	\$0.00	\$0.00	\$182,658.17

Remaining ARP ESSER Funds

1. Project Title: **Coordinator for Workplace Learning**

2. This project will utilize funding for:

Any activity authorized by Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)

3. Project Description including details and timeline:

Hancock County Technical Center students have had significant loss of workplace training this year due to COVID-19. Students have not been able to get to job sites and/or placements due to COVID restrictions. This years juniors are significantly behind in placements as a result. Next year, staff will have to balance monitoring students out in placement and students in the classroom. A workplace/internship coordinator could help facilitate this loss of learning throughout the school.

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

We will hire a workplace coordinator for 3 years to secure appropriate job sites with COVID-safe environments and up-to-date CDC protocols who can work with students to help them ultimately obtain hours needed for certification.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$135,000.00	\$0.00	\$0.00	\$0.00	\$135,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$1,995,120.47
Sub-Award Amount	\$1,330,080.32
20% Set Aside for Learning Recovery	\$399,024.09

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
High-quality tutoring	\$541,638.40	\$0.00	\$0.00	\$0.00	\$541,638.40
High Quality Assessment and Teaching Resources	\$0.00	\$10,500.00	\$10,223.90	\$0.00	\$20,723.90
Total of Reservation Projects	\$541,638.40	\$10,500.00	\$10,223.90	\$0.00	\$562,362.30

Social Emotional Well-Being of Students with Disabilities	\$222,000.00	\$0.00	\$20,000.00	\$0.00	\$242,000.00
Social Emotional Well-Being for All Students	\$270,000.00	\$0.00	\$0.00	\$0.00	\$270,000.00
Auditorium Modifications for Student/Community Safety	\$0.00	\$30,000.00	\$20,000.00	\$50,000.00	\$100,000.00
Improving Indoor Air Quality	\$0.00	\$203,100.00	\$200,000.00	\$0.00	\$403,100.00
Administrative Preparedness	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$100,000.00
Planning Online Learning	\$182,658.17	\$0.00	\$0.00	\$0.00	\$182,658.17
Coordinator for Workplace Learning	\$135,000.00	\$0.00	\$0.00	\$0.00	\$135,000.00
Total of Additional Projects	\$809,658.17	\$283,100.00	\$290,000.00	\$50,000.00	\$1,432,758.17
Total of all Project Budgets	\$1,351,296.57	\$293,600.00	\$300,223.90	\$50,000.00	\$1,995,120.47

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, 2024, including a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.