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 84 MSAD 14	**Applicant's Mailing Address:** 31A Houlton Road Danforth, ME 04424
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) **Name:** Patricia Davis **Position:** ESEA Coordinator **Office:** Office of Superintendent of Schools	

Contact's Mailing Address: 31 Houlton Road Danforth, ME04424 Zip Code Plus 4: 04424-3138 DUNS #: 100651033 Telephone: 2074482260 Fax: 448-7235 E-mail address: pdavis@eastgrandschool.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): Margaret White	**Telephone:** 448-2882
Signature of Superintendent: Certified by Electronic Signature	**Date:** 09/28/2021

Assurances and Certifications

The Superintendent or their authorized representative assures the following:

- [x] 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.

- [x] The SAU acknowledges and agrees/certifies acknowledges and certifies that Part 1 of the ARP ESSER application has been successfully submitted and approved.

- [x] 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).

- [x] 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): Margaret White	Telephone: 448-2882

Signature of Superintendent: Certified by Electronic Signature	Date: 09/28/2021

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)
Keeping students, staff and community safe by providing a clean, safe environment in which to learn and gather.	Average daily attendance, CDC/DOE Guidelines	Students, families, school administrators, educational staff and representatives of children with disabilities and in foster care.
Provide opportunities for students to engage in activities to improve academics, mental health, physical activities, and to build positive connections between students, families and East Grand School.	NWEA and local assessments, average daily attendance,	Students, families, school administrators, educational staff and representatives of children with disabilities and in foster care.

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:

- [x] students
- [x] families
- [x] school and district administrators (including special education administrators)
- [x] 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:

- [x] children with disabilities,
- [ ] English learners,
- [ ] children experiencing homelessness,
- [x] 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:

Public opportunity to provide input was facilitated in the following manner:
1. August 16, 2021 School Board Meeting - information shared with school board members, staff and public with a time for input
2. August 24, 2021 Full staff training - information was shared with all staff and input was requested both at the meeting and by contacting Patricia Davis or Margaret White with ideas for projects/needs.
3. September 7, 2021 Administration Meeting to discuss priorities for ARP ESSER funds with regards to academics and building needs.
4. September 9, 2021 Parent/Community member meeting was held. This meeting was publicized through an all-call notification and parent newsletters
5. September 15, 2021 Staff were given another opportunity to share projects for ARP ESSER during a half-day training.
6. September 16, 2021 Student meeting planned had to be scrapped due to closure of high school from COVID-19.
7. September 16, 2021 Priority Team / Administrative meeting to work on draft ARP ESSER application taking into account all ideas that were shared by all stakeholders
8. September 20, 2021 School Board meeting agenda item for discussion of and approval of draft application with an opportunity for public comment time. - this draft was shared in print with staff, community and parents present at the meeting and made available at the school office.
9. September 21, 2021 Draft application for ARP ESSER was posted to the school website and an All Call was made to let parents and staff know that it was available.
10. September 23, 2021 Meeting with students in grades PK-4 to discuss ARP ESSER and gather ideas.
11. September 28, 2021 Meeting with students in grades 5-7 to discuss ARP ESSER and gather ideas.
12. September 28, 2021 Administrative team meeting to share comments and ideas received and to finalize the ARP ESSER application.
13. Submitted ARP ESSER application and posted updated application on the school web site.

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

https://www.eastgrandschool.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)I 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*:

   https://www.eastgrandschool.org/

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

   The RSU 84 Plan for Safe Return to in-Person Instruction and Continuity of Services was developed through a process during School Board meetings with public comment taken into account. Additionally it is reviewed at minimum every six months and currently is being reviewed on a monthly basis due to the evolving changes in COVID-19 in our area.

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 plan was reviewed during the August 16, 2021 School Board meeting with time for public comments allowed. It was decided at this meeting to review the plan monthly due to constantly changing COVID-19 data and requirements.

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:
   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
      - ☑ 7th grade
      - ☑ 8th grade
      - ☑ 9th grade
      - ☑ 10th grade
      - ☑ 11th grade

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

- [x] Two or more races, not Hispanic
- [x] White, not Hispanic
- [x] Children and youth in foster care
- [x] Students experiencing homelessness
- [x] Students from low-income families

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

   Extended summer programming will provide an additional 8 days of academic and extension activities for students at East Grand School to meet needs created due to absences as a result of COVID-19 protocols. These absences created gaps in students education that will be addressed through the extended summer programming. This program will take place Monday - Thursday for the two weeks beginning July 18, 2022. This will provide targeted academics for all students based on data collected at the end of the school year and from the data collected during the first four weeks of summer school and will provide extension activities. The program will also take place during the summer of 2023 and summer 2024.

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

   75% pf students who attend 4 days or more will make a 10% gain on their pre/post assessment based on their target goals.

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

   Four teachers and four Educational Technicians for 8 days, 5 hours per day for summer program 2022, 2023 and 2024. Program materials.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$25,000.00	$0.00	$10,000.00	$0.00	$35,000.00

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)*
   - [x] 3rd grade
   - [x] 4th grade
   - [x] 5th grade
   - [x] 6th grade
   - [x] 7th grade
   - [x] 8th grade

   b. Which student subgroup(s) are targeted and will participate *(check all that apply)*
   - [x] Two or more races, not Hispanic
   - [x] White, not Hispanic
   - [x] Children and youth in foster care
   - [x] Children with disabilities
   - [x] Students from low-income families

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

   Provide summer enrichment activities for students in a variety of manners to build their connection to the school and to build a learning community of their peers. Students at East Grand School due to COVID-19 have become disconnected to their school and classmates. This disconnection has resulted in more absences and a reduction in the connectivity of students in their classes. The enrichment activities will include those designed by EG staff based on outdoor activities and those provided by the Chewonki Foundation. These activities will take place during the summer of 2022, 2023 and 2024 and will have a variety of lengths from 2 days to 5 days with some overnights possible. Participating in these activities will provide students with a positive connection to their school that was reduced due to COVID-19 protocols that were followed for safety.

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

   Surveys will be developed by teachers in grades 3-8 with assistance from the Guidance Department regarding student's connection to school, staff and peers. These surveys will be completed by teachers and students in grades 3-8 in June of 2022, 2023 and 2024 and again in the fall following the experiences.

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

   Staff, food, equipment, transportation, Chewonki Foundation contract.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$10,000.00	$12,300.00	$5,000.00	$0.00	$27,300.00

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:
   High-quality tutoring

2. Describe the following for the intervention selected:
   a. Which grades will participate *(check all that apply)*
   - [x] Kindergarten
   - [x] 1st grade
   - [x] 2nd grade
   - [x] 3rd grade
   - [x] 4th grade
   - [x] 5th grade
   - [x] 6th grade
   - [x] 7th grade
   - [x] 8th grade
   - [x] 9th grade
   - [x] 10th grade
   - [x] 11th grade

   b. Which student subgroup(s) are targeted and will participate *(check all that apply)*
   - [x] Two or more races, not Hispanic
   - [x] White, not Hispanic

- [x] Children and youth in foster care
- [x] Children with disabilities
- [x] Students from low-income families

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

   Provide tutoring to students 4 days per week for the 2021/22, 2022/23 and 2023/24 school years to mitigate the gaps that students have demonstrated due to the COVID-19 protocols in place during the 2019-2020 and 2020-2021 school years. Tutoring will also assist with those students who have had to miss regular education due to COVID-19 protocols during the current school year.

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

   70% of students who participate a minimum of 60 days tutoring will make their targeted growth on NWEA Fall to Spring assessment in the area of tutoring.

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

   Tutors both in person and on line and interventions/extensions supplies.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$6,000.00	$7,500.00	$100.00	$0.00	$13,600.00

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:

   Family support resources

2. Describe the following for the intervention selected:

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

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

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

- [x] Two or more races, not Hispanic
- [x] White, not Hispanic
- [x] Children and youth in foster care
- [x] Children with disabilities
- [x] Students from low-income families

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

To mitigate the loss of learning as a result of COVID-19 it is imperative that we find ways to increase the amount of time students are independently reading. To assist students in reading independently, a project coordinator will work with students and their families providing them with reading strategies to assist students to read independently at home and throughout the summer.
Revision 2-22-23
To mitigate the loss of learning as a result of COVID-19 it is imperative that we find ways to increase the amount of time students are independently reading. COVID-19 identified the lack of home libraries for families to utilize when they do not have access to school. It is imperative that we provide books to students to have at home to allow them to extend the amount of time they spend reading. It is also important to build families understanding of the importance to their childrens academic growth to spend time at home reading. To assist students in reading independently, project coordinators at each grade, will work with students and their families to provide them with reading strategies and books (chosen by students) to promote their independent reading at home and throughout the summer. Family Learning Nights will also be held to provide a fun activity for families to share literature and activities to increase understanding and skills in reading.

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

   60% of students participating in the independent reading program will meet their growth targets as measured by Fall-Spring NWEA scores for grades 2-8 and be at or above the 40th percentile score on the AIMSweb EOY literacy composite score for grades K-1.

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

   Coordinator stipend /benefits 12000 Resources 26700.
   Revision 2-22-23
   Coordinators stipend /benefits $12000 Supplies, including books and materials for all activities $26,700.
   Revision 8-9-23
   Coordinators stipend/benefits $22000 Supplies, including book and materials for all activities $26700

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$22,000.00	$0.00	$26,700.00	$0.00	$48,700.00

Remaining ARP ESSER Funds

1. Project Title: **Clean Air**

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

3. Project Description including details and timeline:

   Replace all windows and inside doors at East Grand School to allow for fresh air to enter the classrooms through the open windows and to increase the efficiency of the air purifiers by being able to close doors. The increase of fresh air will ensure that classrooms and other areas are able to circulate air and reduce the amount of COVID-19 virus thus reducing transmission and allowing students to stay in school.

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

Replace all windows $80,000.00
Replace all interior classroom doors at East Grand School $127,809.00

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$207,809.00	$0.00	$0.00	$207,809.00

Remaining ARP ESSER Funds

1. Project Title: **Mental Health Program**

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:

   Hire a Social Worker or Therapist to work with students for an additional 1 day per week during the school year for the 22-23 and 23-24 school years allowing East Grand School to provide mental health services to students that are a result of or increased needs due to COVID-19.

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

   Social worker or Therapist contracted for 5 hours per week for a total of 180 hours per school year in the 22-23 and 23-24 school years.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$23,600.00	$0.00	$0.00	$23,600.00

Remaining ARP ESSER Funds

1. Project Title: **Clear Learning**

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:

   Replace current fluorescent lighting in classrooms with LED lighting to provide a bright learning environment in all classrooms. This will allow for more classrooms space to be utilized which will promote recommended social distancing for the reduction of COVID-19 virus transmission.
   Revision 8-8-2023
   Funds were moved to Play Safe and Mental Health Program projects because we were unable to find a contractor to complete the work.

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

   LED Lights and installation

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount

Remaining ARP ESSER Funds

1. Project Title: **Healthy Heat**

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:

   Replace school boiler to provide adequate heat in all areas of the building. This will allow for utilization of all areas of the school to ensure recommended social distancing for students and staff to reduce the risk of COVID-19 virus transmission. The boiler will be replaced during the Thanksgiving break 2021.

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

   Boiler and thermostats $57,400

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$57,400.00	$0.00	$0.00	$57,400.00

Remaining ARP ESSER Funds

1. Project Title: **EG Ready**

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:

   Implement a procedure for reporting and disseminating information to the school community and public to enable the response efforts of EG school to be efficient and effective to keep our population safe from the COVID-19 virus. This would include a stipend position as the point person for information and the formation of a team to assist as necessary with the response to the COVID-19 virus.

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

   Contracted position for $7000 for each of the 2021-22 and 2022-23 school years.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$14,000.00	$0.00	$0.00	$14,000.00

Remaining ARP ESSER Funds

1. Project Title: **Play Safe**

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:

   Provide safe playground equipment for students that allow for social distancing in response to the COVID-19 virus meeting recommended social distancing protocols. Equipment will include swing sets, outdoor hoops, recreational/playground equipment, and a Fit Trail. Equipment will be purchased and installed during the during the summer of 2022 and 2023.
   Revision 8-9-23
   Additional funds were added to complete this project.

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

   Swing sets, Fit Trail Equipment, Recreation/Playground Equipment $57874.80
   Installation Cost $5000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$42,874.80	$20,000.00	$0.00	$62,874.80

Remaining ARP ESSER Funds

1. Project Title: **Hot Spots for All**

2. This project will utilize funding for:
   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

3. Project Description including details and timeline:

   Purchase hotspots for families without internet connections to allow for remote learning as a result of the COVID-19 virus and the protocols at East Grand School for safe learning. Hotspots will be provided for the school year 21-22 and 22-23.

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

   Hots spots and contracts for use.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$3,066.20	$0.00	$0.00	$3,066.20

Remaining ARP ESSER Funds

1. Project Title: **Learning Spaces**

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:

   Repurpose a large garage into an inviting space for learning and utilize it to house both the art program and the after school program. This space will allow us to social distance while learning to reduce virus transmission.

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

   Clean garage, paint, build learning loft, add a kitchen and furniture $42,544.94

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$30,935.00	$11,609.94	$0.00	$42,544.94

Remaining ARP ESSER Funds

1. Project Title: **Connected Curriculum**

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

3. Project Description including details and timeline:

   Develop an integrated curriculum for students at East Grand School that provides standards based education connecting literacy, science, social studies and mathematics that includes an on-line component to meet the needs of learners in a variety of locations due to COVID-19

protocols. A curriculum coordinator will be hired for the 2021-2022 and 2022-2023 school years.

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

   Curriculum coordinator for 140 days at $300.00/day.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$42,000.00	$0.00	$0.00	$42,000.00

Remaining ARP ESSER Funds

1. Project Title: **Public Shelter**

2. This project will utilize funding for:
   Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19

3. Project Description including details and timeline:

   Provide East Grand School with a generator to enable the school to be utilized as a shelter for public emergencies with the ability to following social distancing protocols developed in response to the COVID-19 virus. East Grand School is the only building in the town of Danforth and surrounding 30 mile radius with the space to allow COVID-19 social distancing if the need for a shelter with heat and facilities is required.

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

   Generator with installation $45,000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
$0.00	$45,000.00	$0.00	$0.00	$45,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	$622,894.94
Sub-Award Amount	$415,263.29
20% Set Aside for Learning Recovery	$124,578.99

Reservation Projects	Object Codes				
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
299: Summer programming	$25,000.00	$0.00	$10,000.00	$0.00	$35,000.00
426: Enrichment programs	$10,000.00	$12,300.00	$5,000.00	$0.00	$27,300.00
427: High-quality tutoring	$6,000.00	$7,500.00	$100.00	$0.00	$13,600.00
890: Family support resources	$22,000.00	$0.00	$26,700.00	$0.00	$48,700.00
Total of Reservation Projects	**$63,000.00**	**$19,800.00**	**$41,800.00**	**$0.00**	**$124,600.00**
Clean Air	$0.00	$207,809.00	$0.00	$0.00	$207,809.00
Mental Health Program	$0.00	$23,600.00	$0.00	$0.00	$23,600.00
Clear Learning	$0.00	$0.00	$0.00	$0.00	$0.00
Healthy Heat	$0.00	$57,400.00	$0.00	$0.00	$57,400.00
EG Ready	$0.00	$14,000.00	$0.00	$0.00	$14,000.00
Play Safe	$0.00	$42,874.80	$20,000.00	$0.00	$62,874.80
Hot Spots for All	$0.00	$3,066.20	$0.00	$0.00	$3,066.20
Learning Spaces	$0.00	$30,935.00	$11,609.94	$0.00	$42,544.94
Connected Curriculum	$0.00	$42,000.00	$0.00	$0.00	$42,000.00
Public Shelter	$0.00	$45,000.00	$0.00	$0.00	$45,000.00
Total of Additional Projects	**$0.00**	**$466,685.00**	**$31,609.94**	**$0.00**	**$498,294.94**
Total of all Project Budgets	**$63,000.00**	**$486,485.00**	**$73,409.94**	**$0.00**	**$622,894.94**

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.