

## 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

<b>Legal Name of Applicant:</b> RSU 22	<b>Applicant's Mailing Address:</b> 24 MAIN ROAD N HAMPDEN, ME 04444
<b>SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U)</b> <b>Name:</b> Trish Hayes <b>Position:</b> District Accountant <b>Office:</b> District Office RSU 22 <b>Contact's Mailing Address:</b> 24 Main Road North      Hampden, ME04444 Zip Code Plus 4: 04444-0000 DUNS #: 02-656-2124 Telephone: 207-862-3255 Fax: 207-862-2789 E-mail address: thayes@rsu22.us	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
<b>Superintendent (Printed Name):</b> Nicholas Raymond	<b>Telephone:</b> 2078623255
<b>Signature of Superintendent:</b> Certified by Electronic Signature	<b>Date:</b> 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): Nicholas Raymond	Telephone: 2078623255
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)
Physical Space for increased in person student instruction and opportunity	Social distancing requirements and limitations, physical plan space limitations, increase in high school student body size, interest in increased opportunities for students	RSU 22 Board of Directors, Administrative Council, Student Representatives, Strategic Planning Committee, Equity Committee, Operations Committee, students, parents
Learning Loss Recovery	Spring NWEA data, classroom based assessment data,	Instruction Committee, Education Committee, Administrative Council, staff

	Kindergarten screening data, teacher review of curriculum standards affected by COVID hybrid instruction	meeting feedback, district curriculum committees, parents
Interventions and Enrichment Implementation	RTI requirements, Spring NWEA data, classroom based assessments, Kindergarten screening data, student interests and engagement feedback	Instruction Committee, Education Committee, Administrative Council, staff meeting feedback, district curriculum committees, parents

**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:

RSU 22 has reopened this year utilizing a four pronged committee structure that includes parent representatives: Operations Committee, Instruction Committee, Communications Committee and Resources Committee. Last spring and this fall, these committees generated aspects of the back to school plan and identified resources specifically related to student and staff needs. Our Board of Directors also has eight active committees that facilitate public participation and have discussed the funding needs for students including: Strategic Plan Committee, Finance Committee, Education Committee, Equity in Education Committee, Building Committee, Finance Committee and Community Relations Committee. The committee outcomes have also been related to informing the ARP ESSER application. Student representatives were specifically sought to give input related to ARP projects.

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

[https://www.rsu22.us/budget\\_information/ARP\\_ESSER](https://www.rsu22.us/budget_information/ARP_ESSER)

### **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*:

[https://p11cdn4static.sharpschool.com/UserFiles/Servers/Server\\_6789117/File/RSU%2022%20School%20Reopening%20Plan%202021-2022%20\\_8.24.21.pdf](https://p11cdn4static.sharpschool.com/UserFiles/Servers/Server_6789117/File/RSU%2022%20School%20Reopening%20Plan%202021-2022%20_8.24.21.pdf)

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

Two board meetings were held on August 18th and August 24th respectively in relation to the RSU 22 Reopening Plan. Both meetings

had advance advertised public comment periods and over 3 hours of public comment was regarded. In addition, both family and staff summer surveys were disseminated prior to the August presentation of the Reopening Plan draft proposal. Over 800 family responses were received and 70 staff responses.

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 review and revision process occurred based on the summer district administrative review, August Operations Committee review and review of August family and staff survey results.

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:

##### **Enrichment programs**

2. Describe the following for the intervention selected:

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

Kindergarten

1<sup>st</sup> grade

2<sup>nd</sup> grade

3<sup>rd</sup> grade

4<sup>th</sup> grade

5<sup>th</sup> grade

6<sup>th</sup> grade

7<sup>th</sup> grade

8<sup>th</sup> grade

9<sup>th</sup> grade

10<sup>th</sup> grade

11<sup>th</sup> grade

12<sup>th</sup> 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

- Students experiencing homelessness
- Students from low-income families

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

Enrichment opportunities and programs will be made widely available to students. The programs will include focused enrichment activities in science, technology and the career and technical arts to establish a high school maker space, elementary aged clubs, and high school and middle school e-sports. The implementation will begin with elementary aged enrichment clubs in years one and two. In years two and three establishment of the career and technical/fine arts focused maker space and esports competitions would be implemented. Key to this project is the elimination of barriers to maximize participation by all. Students attending enrichment offerings would have transportation provided before and/or after school, during school vacations and in the summer along. Proactive measures to introduce opportunities to students and families for personalized choice and interest areas would be prioritized to maximize engagement.

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

Engagement measures such as increased attendance, increased participation, increased achievement and reduction in barriers to participation will be assessed.

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

Club activities and supplies, activity bus transportation, maker space supervisory mentors, supplies and equipment, e-sports technical accessories, club and e-sports supervisory mentors.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$22,472.88	\$10,816.59	\$11,769.52	\$35,345.00	\$80,403.99

**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 day**

2. Describe the following for the intervention selected:

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

- Kindergarten
- 1<sup>st</sup> grade
- 2<sup>nd</sup> grade
- 3<sup>rd</sup> grade
- 4<sup>th</sup> grade
- 5<sup>th</sup> grade
- 6<sup>th</sup> grade
- 7<sup>th</sup> grade
- 8<sup>th</sup> 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:

Enhanced intervention programming will be implemented across the K-8 environment using acceleration methodologies i.e. Learning in the Fast Lane: 8 Ways to Put ALL students on the Road to Academic Success (Suzy Pepper Rollins) and instituting evidence based intervention strategies. Students will be identified for disproportionate COVID learning loss impact as evidenced by RTI and fall NWEA results. Before and/or after school time will be provided with transportation support to allow for sufficient intervention time. The timeline will convene upon review of fall NWEA data and intervention assignments. Six nine week intervention cycles will convene through June 2024.

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

NWEA fall, winter and spring assessment cycles and classroom based assessments (appropriate to the grade and developmental level and directly informing RTI) will be used as the formative assessment plan in to move students through tiers of academic achievement success.

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

Learning in the Fast Lane (Rollins) professional development and delivery of accelerated tutoring services from educational technicians III or certified teachers, intervention programs including IXL for ELA, teaching tools for effective remote and integrated technology presentation including Screencastify and EdPuzzle which allow for engaging online platform instruction for acceleration, flipped learning professional development and other intervention methods to promote blended learning. The goal is to use technology in ways that support students who are performing at different levels and to leverage one to one or small group work. Transportation before and after school for students identified for the in-person interventions/acceleration programs will be provided to reduce barriers and increase the opportunity to learn.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$113,476.60	\$26,738.30	\$18,912.80	\$0.00	\$159,127.70

**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*)

- Kindergarten
- 1<sup>st</sup> grade
- 2<sup>nd</sup> grade
- 3<sup>rd</sup> grade
- 4<sup>th</sup> grade
- 5<sup>th</sup> grade
- 6<sup>th</sup> grade
- 7<sup>th</sup> grade
- 8<sup>th</sup> grade
- 9<sup>th</sup> grade
- 10<sup>th</sup> grade
- 11<sup>th</sup> grade
- 12<sup>th</sup> 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
- Students experiencing homelessness
- Students from low-income families

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

Summer learning programming will be implemented across the K-8 environment using both an Educational Camp approach and acceleration methodologies used to prepare students for the School year ahead (i.e. Learning in the Fast Lane, Rollins) related to learning standards for the upcoming grades and instituting evidence based intervention strategies. Students will be identified for disproportionate impact and summer learning opportunity will be provided four days per week with transportation support to allow for sufficient intervention time. Internet access for students under quarantine and requiring hot spot access for quality remote intervention instruction will be prioritized to maximize opportunity to learn (OTL). 4 days per week for four summer weeks will convene during the summers of 2022 and 2023.

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

NWEA fall, winter and spring assessment cycles, documented progress or lack of progress toward grade level standards, and classroom based assessments will be used as the formative assessment plan to identify students for summer learning invitations and to move students through tiers of achievement success.

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

Learning in the Fast Lane (Rollins) professional development and delivery of accelerated summer learning services from educational technicians III or certified teachers, intervention programs including IXL for ELA, teaching tools for effective remote and integrated technology presentation including Screencastify and EdPuzzle which allow for engaging online platform instruction for acceleration, flipped learning professional development and other intervention methods to promote blended learning will all be utilized. The goal is to provide face to face support and also skillfully use technology in ways that support students who are performing at different levels. The model of live interactive support with personalized technology based interventions will be leveraged one to one or in small group work. Transportation during summer months for students identified for the in-person interventions/acceleration programs will be provided to reduce barriers and increase the opportunity to learn.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$10,638.20	\$5,319.10	\$1,773.00	\$0.00	\$17,730.30

### 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*)

- 5<sup>th</sup> grade
- 6<sup>th</sup> grade
- 7<sup>th</sup> grade
- 8<sup>th</sup> grade
- 9<sup>th</sup> grade

- 10<sup>th</sup> grade
- 11<sup>th</sup> grade
- 12<sup>th</sup> 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
- Students experiencing homelessness
- Students from low-income families

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

Tutoring and homework help implementation will focus on students who have been underserved mainly related to poverty, social, emotional and academic needs. RSU 22 will hire and retain tutors who will be available at least three days a week to serve individuals and small groups for a minimum of 30 minute sessions. The sessions will be arranged to support students both in study hall environments and before or after school. Hattie's research clearly illustrates the reverse effects of school vacations. The integrity of the program is directly related to the frequency and duration of the tutoring offered. Therefore, school vacation tutoring will be considered for those students who may benefit from consistent instruction without a week break. The tutoring will have a relationship to the foundational skills necessary to reach grade level standards present in the students' program of study and will compliment in-classroom learning. Students will be targeted for out of school support using information from diagnostic assessments and in-class formative and summative assessment results.

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

Academic achievement improvements will be measured. Engagement measures such as increased attendance, increased classroom participation and reduction in barriers to classroom participation will also be assessed.

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

Tutoring services, any targeted, related professional development for tutors, and necessary supplies along with before/after school activity bus transportation will be procured.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$82,100.00	\$17,249.00	\$7,350.00	\$0.00	\$106,699.00

### 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:

**Bridge programs**

2. Describe the following for the intervention selected:

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

- 9<sup>th</sup> grade
- 10<sup>th</sup> grade



- 11<sup>th</sup> grade
- 12<sup>th</sup> 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
- Students experiencing homelessness
- Students from low-income families

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

RSU 22 has an interest in building the high school's capacity in ways that sustain meaningful and effective teaching and learning. COVID 19 has had a negative effect on the enrollment of students in college environments, and the impact has been especially impactful on young men (<https://hechingerreport.org/the-pandemic-is-speeding-up-the-mass-disappearance-of-men-from-college/>). ARP ESSER III funding can help address gaps in educational opportunity and outcomes through JROTC implementation and the launching of a Junior Reserve Officer Training Corps (JROTC) program. JROTC would be implemented in year two and available to all students in grades 9-12 as high school course offerings. The sustainability of the program would be supported going forward after year two through the local budget. It is RSU 22's hope that the implementation of this new course programming focused on leadership, college planning education and social emotional learning development (self confidence, discipline, courage, accountability and time management) will improve the likelihood that students will pursue higher education enrollment or pursue successful career pathways following the effects of COVID challenges.

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

Students would receive grades, assessments and targeted JROTC leadership guidance and mentorship through the course series.

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

JROTC teacher salary and program supplies including student uniforms and accessories, materials and equipment.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$104,394.58	\$0.00	\$29,653.15	\$0.00	\$134,047.73

### Remaining ARP ESSER Funds

1. Project Title: **Hampden Academy Classroom and Learning Space Expansion**

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:

COVID-19 caused our district high school, Hampden Academy to shift to remote learning for a phase and then hybrid learning. The high school was the only school in the district that could not return to full in person learning last spring when all other schools in our district did. The reason? Our high school enrollment of 810 was too large to social distance in the available classrooms at the school. Therefore, we were unable to maximize in person instruction and align with public health guidance. The high school additional third floor classroom space was proactively framed during the building's original construction, and to upgrade to finished classroom spaces would have allowed greater social distancing (and would have allowed us to bring students back last spring to a full in person healthy learning environment). The high school has returned to fully masked in person learning and the district would like to consider

social distancing options for the future especially in preparation for our community facing potential future COVID surges. The district would have the social distancing room to consider maintaining in person learning with the ability to socially distance students not just from the high school but potentially shifting other students to the high school if needed for safe in person learning that maximizes safety.

The high school third floor classroom construction expansion will result in eight similarly sized classrooms to the current classrooms existing in the building. However, the plan does not include installing built in counters/bookshelves so the school can effectively socially distance larger classroom enrollments with the additional space.

Many students have expressed discomfort towards the current study hall arrangements and would prefer a healthier learning environment. Third period study halls in the performing arts center are not productive or comfortable. Students have expressed that they cannot get work done on the tiny seat tables, and would rather be at a desk or table. By adding more classrooms, there would be more space for productive guided study halls that are more effectively socially distanced.

Secondly, we are planning on outfitting the classroom with audio amplification so the classrooms will be prepared to facilitate instructional accommodations for students with hearing impairments. This is also considered a universal accommodation for students with attentional issues such as ADHD and auditory sensory issues as it increases cueing to the teacher voice instead of distracting classroom sounds.

Thirdly, the proposal provides needed classroom space for the anticipated integration of Junior Recruit Officer Training Corps (JROTC) course selection. HA students were surveyed about their interest in enrolling in JROTC in 2020. 35 students were interested in enrolling. The JROTC course pathway would be available to all students until grade level cohorts are filled. Currently, we have no classroom space to dedicate to the JROTC course offerings. A JROTC program would be very beneficial, as it would give students leadership skills and more confidence, which is so important and empowering to have today. By implementing more programs like this, we would be accommodating more of the student wants and needs of students at Hampden Academy.

Also, the high school is organizing a robust maker-space for Hampden Academy. 3-D printing, textiles, graphics, fashion and more will be supported depending on student interest, aptitude and demand. The maker space will be housed in one of the classroom spaces for student access afternoons and integrated with course offerings as relevant. There is some amazing energy around this idea as anyone can benefit from an outlet, and every student deserves access to an extracurricular activity that accommodates their interests. For some students, that is their motivation to show up to school. By adding more activities like these, we are confident that we would see student engagement increase at school.

Fourth, there has been interest in HA joining a national network for E-sports. This offering has been supported with technology access from an earlier grant. We are about to launch the opportunities first phase. However, space for the after school offering in a classroom wired for the electrical and simultaneous internet speed has been integrated into this project. Future competitive opportunities like we do for regional robotics are an exciting option. The goal? Offering a new club opportunity that will engage an additional subset of the school population. We recognize participation in extracurriculars is a strong ingredient in a higher engaged, achieving and higher belonging student body. Finally, having an E-sport team, despite the concept being new and new to many people, would be good for engagement and student interest. E-sports is new and untraditional, but would target a segment of student interest likely underserved. Ensuring solid internet and equipment for everything involved will be important for retaining interest if participation is high, as well as interest to compete.

With the additional classrooms, we will have opportunity to make things more distanced, accessible, routine and relevant to student interests and needs.

The timeline for the project is a late fall 2021 project start with completion by August 15, 2022.

Update 8/18/2022:

The timeline for the project has changed due to the delay in the steel shipment and other supplies. Work began in the Spring of 2022 and the project completion date is estimated to be late winter/early spring 2023 and students will move into the spaces for the 2023-2024 school year.

The citizens of RSU 22 approved this project via a referendum vote on April 5, 2022.

Update 2/16/2023:

The anticipated construction costs are at this time estimated to come in under the original \$1,992,034.87. During the original application process, the furniture for these classrooms was overlooked. We are requesting a move of \$200,000 from Purchased Services into our Supplies line to cover the needed desks, chairs, etc. for these rooms to make them functional for student use.

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

General Construction completion of eight additional third floor classrooms (6,415 sq ft) including material testing for concrete placements for slabs, structural steel installation, cold-formed steel framing, fireproofing and firestopping installations as the concrete slab and appropriately sized structural columns were previously constructed with the original building in anticipation of this potential future expansion; plumbing, electrical, heating and ventilation hook ups for related classrooms as major mechanical systems are in place and corresponding bathroom, amplification system for classrooms, administrative costs (i.e. insurance and advertising) and reserves, and architectural fees and services (i.e. engineering renovation fees, estimator, building permits).

Update 2/16/2023:

Furniture items such as: Student desks, student chairs, bookshelves, teacher desks, teacher chairs, etc.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$1,792,034.87	\$200,000.00	\$0.00	\$1,992,034.87

**Budget Summary for ARP ESSERF 3 Funds**

Cumulative Federal Award Amount           \$2,490,043.59  
 Sub-Award Amount                               \$1,660,029.06  
 20% Set Aside for Learning Recovery       \$498,008.72

Reservation Projects	Object Codes				Total Amount
	1000-2000 Salaries & Benefits	3000-5000 Purchased Services	6000 Supplies	7300 Equipment	
690: Enrichment programs	\$22,472.88	\$10,816.59	\$11,769.52	\$35,345.00	\$80,403.99
775: Extended school day	\$113,476.60	\$26,738.30	\$18,912.80	\$0.00	\$159,127.70
777: Summer programming	\$10,638.20	\$5,319.10	\$1,773.00	\$0.00	\$17,730.30
778: High-quality tutoring	\$82,100.00	\$17,249.00	\$7,350.00	\$0.00	\$106,699.00
786: Bridge programs	\$104,394.58	\$0.00	\$29,653.15	\$0.00	\$134,047.73
<b>Total of Reservation Projects</b>	<b>\$333,082.26</b>	<b>\$60,122.99</b>	<b>\$69,458.47</b>	<b>\$35,345.00</b>	<b>\$498,008.72</b>
Hampden Academy Classroom and Learning Space Expansion	\$0.00	\$1,792,034.87	\$200,000.00	\$0.00	\$1,992,034.87
<b>Total of Additional Projects</b>	<b>\$0.00</b>	<b>\$1,792,034.87</b>	<b>\$200,000.00</b>	<b>\$0.00</b>	<b>\$1,992,034.87</b>
<b>Total of all Project Budgets</b>	<b>\$333,082.26</b>	<b>\$1,852,157.86</b>	<b>\$269,458.47</b>	<b>\$35,345.00</b>	<b>\$2,490,043.59</b>

**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.**