

ARP-ESSER III Application Training I

Thursday, July 14, 2021 - 9:00am

Office of Federal Emergency Relief Programs (OFERP)

OFERP Introductions

Please take a moment to share your name, title, email address, and school community in the chat.

- Shelly Chasse-Johndro, Director
- Monique Sullivan, ARP Coordinator
- Karen Kusiak, CARES & CRRSA Coordinator
- Nicole Denis, Fiscal Coordinator

ARP ESSER Purpose

-To implement prevention and mitigation strategies
(aligned with CDC guidance to greatest extent practicable)

-To address the academic impacts of lost instructional time through **evidence-based interventions** that respond to the **academic, social, emotional, and mental health needs** of all students and particularly **underserved student groups**

ARP ESSER Application (Use of Funds Plan)

- ARP Data Collection Survey, (5/19/21)
- Part 1 certify terms, conditions and assurances (5/24/21)
- **Part 2 of the ARP ESSER Application (9/29/21)**
 - Coversheet and Assurances
 - Identify and describe *SAU Overall Priorities and Consultation*
 - Provide information related to the *SAU Plan for Safe Return to In-Person Instruction and Continuity of Services*
 - Select evidence-based intervention(s) that will be used as part of the required *20% Reservation to Address the Academic Impact of Lost Instructional Time*
 - Develop project(s) to utilize the *Remaining ARP ESSER Funds*

ARP ESSER Application Log In

Log in to <https://www.4pcmaine.org>

Use the login and password you use to access ESEA, CRF 2, ESSERF or FGRS.



Maine Department of Education
Application Website



Welcome to the Department of Education's Consolidated Application and Grant Reimbursement Website.

School Emergency Relief Fund (ESSERF) Applications

- [ESSERF 1 Application](#)
- [ESSERF 2 Application](#)

Maine Coronavirus Relief Fund (CRF 2) Applications

[Emergency Assistance to Non-Public Schools Program \(EANS\)](#)

[American Rescue Plan \(ARP\) Elementary and Secondary School Emergency Relief \(ESSER\)](#)

[Federal Grant Reimbursement System](#)



Elementary and Secondary School
Emergency Relief (ESSER) APPLICATION

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Contact person: James Dean, Pine RSU

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Application Set Up



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Set Up



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

DATA ENTRY SUBMISSION TECHNICAL DIRECTIONS LOG OUT

Contact person: James Dean, Pine RSU

ESSERF Application Setup Page

LEA: Pine RSU

Allocation: \$560,000.56

Superintendent:

Dr. Joseph Johnson Jr

Telephone:

555-555-5555

Email:

support@gemschoolsoftware.com

Superintendent



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

Yes No

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

Please update and complete the following contact information.

LEA Address:

Suite IC USA Route IA

Pine Valley

ME

12345

LEA Contact:

James Dean

Contact's Position:

Assistant Superintendent

Contact's Office:

Office of the Superintendent

Contact's Address:

USA Route IA Suite 44

Pine Valley

ME

12345

Contact's Telephone:

555-555-5556

Contact's Fax:

555-555-5557

Contact's Email:

support@gemschoolsoftware.com

Zip Code plus 4:

01010-1011

DUNS Number:

1245673

**Applicant
Coordinator**

- Be sure the superintendent information is accurate, as this determines who will receive the certification page to submit the application.
- This page must be filled out completely. If you leave a field blank, a warning message at the bottom of the page will appear and the page will not be able to be submitted.
- Click Save Site Information before leaving the page.

Application Cover Sheet



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Cover Sheet and Signature

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Contact person: James Dean, Pine RSU

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

PART 2: APPLICATION COVER SHEET

Legal Name of Applicant: Pine RSU	Applicant's Mailing Address: Suite 1C USA Route 1A Pine Valley, ME 12345
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: James Dean Position: Assistant Superintendent Office: Office of the Superintendent Contact's Mailing Address: USA Route 1A Suite 44 Pine Valley, ME12345 Zip Code Plus 4: 01010-1011 DUNS #: 1245673 Telephone: 555-555-5556 Fax: 555-555-5557 E-mail address: support@gemschoolsoftware.com	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Superintendent (Printed Name): Dr. Joseph Johnson Jr	Telephone: 555-555-5555
Signature of Superintendent: Not Certified by Electronic Signature	Date: 00/00/0000

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

Save Coversheet

- This information is auto-populated from the setup page. If there is incorrect information here, please return to the Application Setup page to make corrections.
- The *Signature of the Superintendent* and *Date* will be filled in once the application has been certified and submitted.

Assurances and Certifications

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).
- Note:** The SAU is responsible for keeping all documentation and evidence of checked assurances from **Part 1 and Part 2** of the ARP ESSER Application.
- Check the assurances and certifications then click *Save Coversheet*.
- 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.

SAU Overall Priorities and Consultation



Elementary and Secondary School
Emergency Relief (ESSER) APPLICATION

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Meaningful Consultation and Public Comment

Note: SAU must keep evidence of meaningful consultation with stakeholders and opportunities for public comment

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:

Priorities, Data Source, & Stakeholders

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)
//	//	//
//	//	//
//	//	//

- Data sources should provide measurable data (i.e. performance reports) for allowable uses.
- Stakeholders should align with school community demographics including vulnerable student groups and those disproportionately impacted by the COVID 19 pandemic.

Plan for Safe Return to In-Person Instruction



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Plan for Safe Return to In-Person Instruction

Note: SAU must keep evidence of meaningful consultation with stakeholders and opportunities for public comment

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

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

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

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

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

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

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

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

(i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

- A. Universal and correct wearing of masks.
- B. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
- C. Handwashing and respiratory etiquette.
- D. Cleaning and maintaining healthy facilities, including improving ventilation.
- E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
- F. Diagnostic and screening testing.
- G. Efforts to provide vaccinations to school communities.
- H. Appropriate accommodations for children with disabilities with respect to health and safety policies.
- I. Coordination with State and local health officials.

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

Reservation to Address Impact of Lost Instructional Time (20% Reservation Project)



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Selection of 20% Reservation Project (s)

Using projects on auto-populated list will aid in approval and reporting requirements

A list of allowable evidence-based interventions is provided

“Other” is for evidence-based interventions that are not already listed here (refer to [U.S. Dept. of Education’s COVID 19 Handbook](#) for other allowable evidence –based interventions)



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Reservation to Address the Academic Impact of Lost Instructional Time

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

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

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

Create Project

20% Reservation Project (continued)

1. Auto-populated

2a. Only check those grade levels that apply.

Example: Credit Recovery typically applies to only grades 9th to 12th

2.b Only check those student subgroups that apply

Refer back to 2nd bullet on slide 13

3. Funds may be spread out over multiple years

4. Assess impact of intervention on student progress

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

2. Describe the following for the intervention selected:

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

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

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

- American Indian or Alaskan Native, not Hispanic
- Asian, not Hispanic
- Black or African American, not Hispanic
- Hispanic, of any race
- Native Hawaiian or Pacific Islander, not Hispanic
- Two or more races, not Hispanic
- White, not Hispanic

- Children and youth in foster care
- Children with disabilities
- English Learners
- Migratory students
- Students experiencing homelessness
- Students from low-income families

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

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

20% Reservation Project Budget

Enter budget amounts without commas or periods into the correct object codes



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

6. Project Budget

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



Projects can be deleted if needed



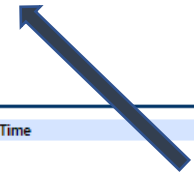
[TO MENU >](#)

[Delete Project](#)

Budget tracking will show at the bottom of each project page



Budget tracking for Reservation to Address the Academic Impact of Lost Instructional Time
 20% Set Aside for Learning Recovery: (\$112,000.11)
 Total Amount of Set Aside budgets: (\$0.00)
 The total of reservation project budgets (\$0.00) is less than the required set-aside (\$112,000.11) The difference is (\$-112,000.11). This application cannot be submitted.



Make sure to **SAVE** project before moving to the next project

Remaining ARP ESSER Funds (after 20% Reservation)



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Remaining ARP Fund Project (s)

Chose the most appropriate allowable use for project. Projects should be focused and not a compilation of activities, purchases, and services.



Project should all be related to the same allowable use, if not a new project should be created.

Example: Installing Ventilation System in Elementary School; Allowable use is "improving indoor air quality". Credit Recovery or Summer Programming would be separate projects



"Other" is for allowable uses that are not already listed here, not as a method to combine all uses into one project.



Reservation to Address the Academic Impact of Lost Instructional Time

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

1. This project will utilize funding for:

- Any activity authorized by ESEA
- Any activity authorized by Individuals with Disabilities Education Act (IDEA)
- Any activity authorized by Adult Education and Family Literacy Act (AEFLA)
- Any activity authorized by Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)
- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- Training and professional development on sanitizing and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the SAU's facilities
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- Improving indoor air quality
- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
- Planning and implementing activities related to summer learning and supplemental after-school programs;
- Addressing learning loss;
- Other:

Remaining ARP Fund Project (s) (continued)

Remaining ARP ESSER Funds

1. Unique Title → 1. Project Title:

2. Auto-populated → 2. This project will utilize funding for:
Improving indoor air quality

3. Funds may be spread out over multiple years → 3. Project Description including details and timeline:

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

5. Enter budget amounts without commas or periods into the correct object codes →

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

Budget Summary



Elementary and Secondary School
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Budget Summary Chart

Project and object code amounts are auto-populated from project pages



Budget Summary for ARP ESSERF 3 Funds

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

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
Credit recovery	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total of Reservation Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ventilation	\$1,000,000.00	\$0.00	\$0.00	\$0.00	\$1,000,000.00
Total of Additional Projects	\$1,000,000.00	\$0.00	\$0.00	\$0.00	\$1,000,000.00
Total of all Project Budgets	\$1,000,000.00	\$0.00	\$0.00	\$0.00	\$1,000,000.00

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




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

The total of budgets (\$1,000,000.00) is not equal to the allocation (\$560,000.56)The difference is (\$-439,999.44). This application cannot be submitted.

If the total of budgets does not meet the Cumulative Federal Award Amount you will see a warning message

Completed Application

- Once each page of the application is complete, you will see a checkmark next to each page on the Data Entry Menu, as well as a notification indicating that you can now submit the application
- Click SUBMISSION on the blue menu bar when you are ready to submit the application.



The screenshot shows a navigation bar with four items: DATA ENTRY, SUBMISSION, TECHNICAL DIRECTIONS, and LOG OUT. The SUBMISSION item is highlighted with a yellow circle. Below the navigation bar, the text reads: "Contact person: James Dean, Pine RSU".

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

[ARP GRANT AWARD NOTIFICATION \(GAN\)](#)

✓[General Directions](#)

✓[Application Setup](#)

✓[Application Coversheet and Assurances](#)

✓[SAU Overall Priorities and Consultation](#)

✓[SAU Plan for Safe Return to In-Person Instruction and Continuity of Services](#)

Reservation to Address the Academic Impact of Lost Instructional Time

[Create a Project to Address the of Lost Instructional Time](#)

✓[Credit recovery](#)

Remaining ARP ESSER Funds

[Create a Project for Remaining ARP ESSER Funds](#)

✓[Ventilation](#)

✓[Social Worker at ES](#)

✓[Intervention teachers at ES](#)

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

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

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

Submission-Continued

Click on Download *ARP ESSER 3 Application* for Viewing to see the print formatted version of the application.

Check to be sure the Superintendent's email address is correct. If it is not, return to Data Entry and go to Application Setup to make any changes.

Click Email Electronic Signature to send the certification email to the Superintendent. The Superintendent will be given instructions to log in and certify/submit the application.

[DATA ENTRY](#) [SUBMISSION](#) [TECHNICAL DIRECTIONS](#) [LOG OUT](#)

Project Contact: James Dean, Pine RSU

Submission page for ARP (ESSER III)

ARP GRANT AWARD NOTIFICATION (GAN)

The ARP ESSER 3 Cover Sheet / Assurances is submitted.

The ARP ESSER 3 Cover Sheet / Assurances is approved.

View completed Application Coversheet and Assurances:
[Download ARP Application Coversheet and Assurances for Viewing](#)

View completed ARP ESSER 3 Application:
[Download ARP ESSER 3 Application for Viewing](#)

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

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

[EMAIL ELECTRONIC SIGNATURE](#)

Resources and Contact Information

- [ARP-ESSER Application Instructions](#)
- [ARP Law](#)
- [US ED APR ESSER](#)
- [ARP ESSER Interim Final Rule](#)
- [Use of Funds FAQ Document](#)
- [Maine's Federal Emergency Relief Programs](#)

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