

## 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> MSAD 63	<b>Applicant's Mailing Address:</b> 202 Kidder Hill Rd Holden, ME 04429
<b>SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U)</b> <b>Name:</b> Susan Smith <b>Position:</b> Superintendent/Director of Curric. & Instruc. <b>Office:</b> Holbrook Middle School <b>Contact's Mailing Address:</b> 202 Kidder Hill Rd. Holden, ME04429 Zip Code Plus 4: 04429-6222 DUNS #: 943095190 Telephone: 843-7851 Fax: 843-7295 E-mail address: ssmith@rsu63.org	
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> Susan Smith	<b>Telephone:</b> 843-7851
<b>Signature of Superintendent:</b> Certified by Electronic Signature	<b>Date:</b> 07/18/2021

#### 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): Susan Smith	Telephone: 843-7851
Signature of Superintendent: Certified by Electronic Signature	Date: 07/18/2021

### 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)
Indoor Air Quality at all three schools	Facility Needs Assessments and engineer evaluations	Facilities Advisory Committee, RSU 63 Board of Directors, Staff, Town Leaders and Voters (Clifton, Eddington, and Holden)
Address loss of instruction	Student Achievement Assessment results	RSU 63 Board of Directors, Parents, Staff, Students

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:

Public had the opportunity to provide input through conversation at Select Board Meetings (Eddington on May 18 and Clifton on May), Council Meeting (Holden on April 20), and RSU 63 Board/Budget and Finance Committee Meetings (April, May, and June). Staff provided input through Steering Committee (June 14), Student Success Committee (May 13), and Teaching & Learning Committee (May 11 and June 14). Middle schools students showed they were very interested in after school programs and less

interested in extended school year programs. Professors from the University of Maine were also consulted (Science and Math on June 10 and ELA on June 17). Community Conversations were held (via Google Meet on April 13 and May 19). Input from these activities and conversations has been incorporated into this application.

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

<https://www.rsu63.org/domain/30>

### **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*:

RSU 63's Plan for In-Person Learning for the 2020-2021 School year was under Quick Links on our website [www.rsu63.org](http://www.rsu63.org). RSU 63 returned to full, 5-day per week, in-person learning on May 3, 2021. The plan will be updated and re-posted for the 2021-2022 school year. Our summer school in-person learning rules were shared directly with parents and staff via email on July 7th. These were reviewed and revised after new recommendations were provided by the Maine DOE. Revisions were shared with parents and staff directly via email on July 16th. These are also found under "Announcements" on our district webpage.

Note added 8/20/21: An updated DRAFT RSU 63 2021-2022 Guide for Returning to School was developed incorporating the most recent CDC recommendations and requirements. This was posted on the RSU 63 website and will be voted on by the Board of Directors on Aug. 23, 2021 in order to resume 5 day per week, in-person learning on September 1, 2021.

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

Public comments were obtained through community conversations via Google Meet, email, and at Board Meetings.

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:

Our summer school in-person learning rules were shared directly with parents and staff via email on July 7th. These were reviewed and revised after new recommendations were provided by the Maine DOE. Revisions were shared with parents and staff directly via email on July 16th. These are also found under "Announcements" on our district webpage.

Rules for the 2021-22 School year will be confirmed in August, posted, and shared broadly prior to school starting on Sept. 1, 2021.

Note added 8/20/21: An updated DRAFT RSU 63 2021-2022 Guide for Returning to School was developed incorporating the most recent CDC recommendations and requirements. This was

posted on the RSU 63 website and will be voted on by the Board of Directors on Aug. 23, 2021 in order to resume 5 day per week, in-person learning on September 1, 2021.

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

- (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
  - A. Universal and correct wearing of masks.
  - B. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
  - C. Handwashing and respiratory etiquette.
  - D. Cleaning and maintaining healthy facilities, including improving ventilation.
  - E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
  - F. Diagnostic and screening testing.
  - G. Efforts to provide vaccinations to school communities.
  - H. Appropriate accommodations for children with disabilities with respect to health and safety policies.
  - I. Coordination with State and local health officials.
  
- (ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

### Reservation to Address the Academic Impact of Lost Instructional Time

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

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

**Extended school day**

2. Describe the following for the intervention selected:

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

- 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:

RSU 63 will extend the school day and provide academic support and after-school transportation during the 2021-22 and 2022-23 school years. After school programs will run Mondays, Tuesdays, Wednesdays, and Thursdays at the Holbrook School for our students in Grades 5 through 8. Sessions will be held from 3:10pm until 4:30pm. By running two "late buses," transportation home will be provided for all students. After school programs will begin at the Holbrook School on Monday, September 13, 2021 and run through May 27, 2022 (approx. 30 weeks)

After school programs will also be held for our Holden School students in Grades 2, 3, and 4. Some programs will be held at the Holden School and, for other programs, students in Grades 3 and 4 will be transported to the Holbrook School. "Late buses" will take Holden students home. After school programs at the Holden School will run from approximately 2:55pm until 4:15pm. Our aim is to start the Holden School programming on October 4, 2021 and run through May 27, 2022 (approx. 28 weeks).

The effectiveness of the 2021-2022 programs will be evaluated in June of 2022. While we intended to run the same programs and keep a similar timeline for the 2022-2023 school year, adjustments will be made based on our findings.

Before school activities may also be provided during both school years. We are in the process of determining exact needs and what will work best for our parents and students.

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

Students in Grades 2 through 8 whose academic growth on the NWEA from the fall of 2020 until the spring of 2021 will be invited to participate in extended school day programs for literacy and math.

Classroom based and district-wide student achievement assessments will be used throughout the school year to provide support to students whose academic progress is impacted by the loss of instructional time. Math Masters, Math Club, and Puzzle Solving sessions will be tailored for helping students with math loss engage in additional math instruction. Drama, Newspaper Club, and Book Club sessions will be tailored for helping students with math loss engage in additional math instruction.

The effectiveness of the 2021-2022 programs will be evaluated in June of 2022, using our NWEA results. We will also use quantitative data regarding participation and qualitative student and parent feedback to evaluate and make adjustments to this project. While we intended to run the same programs and keep a similar timeline for the 2022-2023 school year, adjustments will be made based on our findings.

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

Approximately \$6,750 will be used each of the two school years to pay the salary and benefits for an extended school day coordinator. \$11,280 each year will fund extended school time for educational technicians and teachers, with \$6,000 per year designated for the salaries and benefits for the late bus drivers. Approximately \$1,800 per year will be used to provide healthy after school snacks for students and \$1,500 per year for extended school day instructional supplies.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$51,942.00	\$0.00	\$6,600.00	\$0.00	\$58,542.00

**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:

**Targeted Instruction**

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:

On July 30, 2021 professors from the University of Maine reviewed RSU 63's NWEA data from the spring of 2021. This and NWEA data from the fall of 202 will be used to inform, develop, and implement high-quality "Deliberate Practice" training and techniques with all RSU 63 educators during the 2021-22 school year. This project will be based on the highly-effective practices outlined in "Reinvesting and Rebounding: Where the Evidence Points for Accelerated Learning" by Almarode, Hattie, Fisher, and Frey (published by AESA, AASA, and Corwin). This project is designed to implement in-school teaching strategies that will have the most impact in closing learning gaps and decreasing the impact of lost instructional time due to COVID-19.

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

Classroom based and district-wide student achievement assessments will be used In addition to our NWEA Student Achievement results. The reading and math content area strands and targeted students/student needs will be identified through RSU 63's NWEA data for all students in Kindergarten through Grade 8.

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

Approximately \$32,000 will be used to purchase targeted support services from the RiSE Center

at the University of Maine (\$16,000 per year for 2 years - through August 2023). Supplies (estimated to be \$8,000) will be determined through this process and will include instructional resources and assessment/progress monitoring resources (for example QRI - Quality Reading Inventories).

Salaries and benefits for this project are estimated to be \$19,629.68. Approximately \$5,414 will be used to pay RSU 63 educators for 180 hours of their time; working with RiSE staff and other coaches outside the regular school day and/or school year during each year of this project. Examples of activities include participating in professional development, evaluating targeted student progress, and evaluating the effectiveness of this project. Teachers will be implementing new instructional strategies and programs identified to address the loss of instructional time through this project during the school day. \$4,400 per year (\$8,800 over 2 years) will be spent for 1-2 days substitute days per teacher per year. Substitutes will be provided for teachers so they can participate in professional development during the school day.

This professional development project will follow all Title IIA requirements.

## 6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$19,629.68	\$32,000.00	\$8,000.00	\$0.00	\$59,629.68

## 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*)

- 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:



Targeted family support services and direct student counseling will be provided to students whose learning has been impacted by anxiety and/or depression related to COVID-19.

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

We will use the PHQ-9 from Pfizer (or a similar tool) to screen students in Grades 5 - 8 for depression. The GAD-7 (also from Pfizer) or a similar tool will be used to screen our students in Grades 5-8 for anxiety. Support services will be provided to students who score in the moderate to severe range.

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

\$20,000 will be used to purchase targeted support and direct counseling services from Community Care (\$10,000 per year for approximately 190 hours per year for each of 2 years; through August 2023). These services will be provided by licensed social workers.

- Project Budget

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

### Remaining ARP ESSER Funds

- Project Title: **IAQ Holden School**
- This project will utilize funding for:  
**Improving indoor air quality**
- Project Description including details and timeline:

Currently, the air change rate at the Holden School is approximately once an hour (1 ACH). In response to COVID, a new HVAC system will be installed. This project will make necessary improvements to the air quality at the Holden School so teachers and students can continue in-person instruction safely. Currently many fans, open windows and open doors are being used to help with ventilation.

Work began on this project in January of 2021 and is estimated to be completed by January 31, 2022.

Applicable Federal Uniform Guidance requirements (including Davis-Bacon) and all applicable Federal, State, and local standards and specifications for HVAC systems including the American Society of Heating, Refrigeration, and Air Conditioning Engineer standards will be applied.

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

New van coil units, heating units, and ventilation will be purchased and installed along with a Direct Digital Control System. Design and bidding services have been procured through Carpenter Associates. COVID-19 has caused construction costs to rise. This ARP project and funding of \$139,750 supplements other funding for so we can complete the Holden Indoor Air Quality Improvement project.

- 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: **IAQ Eddington School**

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

3. Project Description including details and timeline:

Currently, the air change rate at the Eddington School is approximately once an hour (1 ACH). In response to COVID, a new HVAC system will be installed. This project will make necessary improvements to the air quality at the Eddington School so teachers and students can continue in-person instruction safely. Currently many fans, open windows and open doors are being used to help with ventilation.

Work began on this project in January of 2021, with completion estimated to be April 30, 2022.

Applicable Federal Uniform Guidance requirements (including Davis-Bacon) and all applicable Federal, State, and local standards and specifications for HVAC systems including the American Society of Heating, Refrigeration, and Air Conditioning Engineer standards will be applied.

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

New van coil units, heating units, and ventilation will be purchased and installed along with a Direct Digital Control System. Design and bidding services have been procured through Carpenter Associates. COVID-19 has caused construction costs to rise. This ARP project and funding of \$127,000 supplements other funding for so we can complete the Eddington Indoor Air Quality Improvement project.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$127,000.00	\$0.00	\$0.00	\$127,000.00

**Remaining ARP ESSER Funds**

1. Project Title: **IAQ Holbrook School**

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

3. Project Description including details and timeline:

Currently, the air change rate at the Holbrook School is approximately once an hour (1 ACH). This project will make necessary improvements to the air quality at the Holbrook school so teachers and students can continue in-person instruction safely. Currently many fans, open windows and open doors are being used to help with ventilation.

In response to COVID, a new HVAC system will be installed at the Holbrook School in the next year, with completion estimated to be August 31, 2022.

Applicable Federal Uniform Guidance requirements (including Davis-Bacon) and all applicable Federal, State, and local standards and specifications for HVAC systems including the American Society of Heating, Refrigeration, and Air Conditioning Engineer standards will be applied.

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

New van coil units, heating units, and ventilation will be purchased and installed along with a Direct Digital Control System. Design and bidding services have been procured through Carpenter Associates. COVID-19 has caused construction costs to rise. This ARP project and funding of \$285,935 supplements other funding for so we can complete the Holbrook Indoor Air Quality Improvement project.

#### 5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$285,935.00	\$0.00	\$0.00	\$285,935.00

#### Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$690,856.68
Sub-Award Amount	\$460,571.12
20% Set Aside for Learning Recovery	\$138,171.34

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
Extended school day	\$51,942.00	\$0.00	\$6,600.00	\$0.00	\$58,542.00
Targeted Instruction	\$19,629.68	\$32,000.00	\$8,000.00	\$0.00	\$59,629.68
Family support resources	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00
<b>Total of Reservation Projects</b>	<b>\$71,571.68</b>	<b>\$52,000.00</b>	<b>\$14,600.00</b>	<b>\$0.00</b>	<b>\$138,171.68</b>
IAQ Holden School	\$0.00	\$139,750.00	\$0.00	\$0.00	\$139,750.00
IAQ Eddington School	\$0.00	\$127,000.00	\$0.00	\$0.00	\$127,000.00
IAQ Holbrook School	\$0.00	\$285,935.00	\$0.00	\$0.00	\$285,935.00
<b>Total of Additional Projects</b>	<b>\$0.00</b>	<b>\$552,685.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$552,685.00</b>
<b>Total of all Project Budgets</b>	<b>\$71,571.68</b>	<b>\$604,685.00</b>	<b>\$14,600.00</b>	<b>\$0.00</b>	<b>\$690,856.68</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, 2023, excluding a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.**