

**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> Bangor School Department	<b>Applicant's Mailing Address:</b> 73 Harlow Street Bangor, ME 04401
<b>SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U)</b> <b>Name:</b> Dr. Kathy Harris-Smedberg <b>Position:</b> Assistant Superintendent of Schools <b>Office:</b> City Hall <b>Contact's Mailing Address:</b> 73 Harlow Street      Bangor, ME04401 Zip Code Plus 4: 04401-5118 DUNS #: 07-173-9692 Telephone: 207-992-4150 Fax: 207-992-4168 E-mail address: kharrissmedberg@bangorschools.net	
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> Mr. James Tager	<b>Telephone:</b> 2079924150
<b>Signature of Superintendent:</b>	<b>Date:</b> 09/24/2021

Certified by Electronic Signature	
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## 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): Mr. James Tager	Telephone: 2079924150
Signature of Superintendent: Certified by Electronic Signature	Date: 09/24/2021

**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)
Improving indoor air quality and repairing and improving school facilities	In person meetings, survey responses, opportunity to email in suggestions	Families, Teachers/Educators, Administration, Students, Community Members
Address lost instructional time by supporting students' academic needs; Address the impact of COVID-19 on students of color, low-income backgrounds, disabilities, English Learners, migratory, experiencing homelessness, in correctional facilities, and in foster care; Provide after school and summer programming to address loss of learning	In person meetings, survey responses, opportunity to email in suggestions	Families, Teachers/Educators, Administration, Students, Community Members
Providing mental health services and support	In person meetings, survey responses, opportunity to email in suggestions	Families, Teachers/Educators, Administration, 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:

A survey was posted on Bangor School Department social media sites and the Bangor School Department website during August and September 2021.

A presentation to the School Committee was held on August 18, 2021. Feedback was collected at this meeting from the School Committee members with an opportunity for public comment.

Two in person meetings were held August 17 at different locations in the city. Additional in person meetings were held August 18, 20, and 24 at different locations in the city, representing the various neighborhoods, populations, and community businesses and organizations. Community meetings provided an overview of the grants, explained the parameters regarding expenditures and the expenditure lanes, solicited input on how use of the funds would impact their concerns, and then provided participants the opportunity to provide their input and ideas. Community events were open to anyone - parents/guardians, teachers, support staff, community members, businesses, areas organizations, students, etc. Representation at in person events and the survey may have addressed the diverse population needs, but the BSD did not ask participants to identify their stakeholder status beyond association to the Bangor School Department as a parent/guardian, student, educator, or community member.

A presentation was also held for the Bangor High School Student Council on September 9, where their input was also gathered.

The Bangor School Department Administrators, Director of Special Services, the McKinney-Vento Liaison, the Foster Care Liaison, and the EL teacher were also consulted regarding the needs of their student groups.

All groups and populations in Bangor were encouraged to contact the Assistant Superintendent if they had additional information they wanted to share. Emails and phone calls were received providing further input.

All suggestions and input were then examined and compiled to order levels of significance.

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

<https://www.bangorschools.net/arp-esser-application/>

### **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://www.bangorschools.net/for-parents/health-and-wellness-resources/reopening-plan/>

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

A survey was posted on Bangor School Department social media sites and the Bangor School Department website during August and September 2021.

A presentation to the School Committee was held on August 18, 2021. Feedback was collected at this meeting from the School Committee members with an opportunity for public comment.

Two in person meetings were held August 17 at different locations in the city. Additional in person meetings were held August 18, 20, and 24 at different locations in the city, representing the various neighborhoods, populations, and community businesses and organizations. Community meetings provided an overview of the grants, explained the parameters regarding expenditures and the expenditure lanes, solicited input on how use of the funds would impact their concerns, and then provided participants the opportunity to provide their input and ideas. Community events were open to anyone - parents/guardians, teachers, support staff, community members, businesses, areas organizations, students, etc. Representation at in person events and the survey may have addressed the diverse population needs, but the BSD did not ask participants to identify their stakeholder status beyond association to the Bangor School Department as a parent/guardian, student, educator, or community member.

A presentation was also held for the Bangor High School Student Council on September 9, where their input was also gathered.

The Bangor School Department Administrators, Director of Special Services, the McKinney-Vento Liaison, the Foster Care Liaison, and the EL teacher were also consulted regarding the needs of their student groups.

All groups and populations in Bangor were encouraged to contact the Assistant Superintendent if they had additional information they wanted to share. Emails and phone calls were received providing further input.

All suggestions and input were then examined and compiled to order levels of significance.

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 Emergency Preparedness Coordinator revised the Return to School Plan during the summer of 2021. The Return to School Plan was next reviewed by a committee, made up of representatives from the Bangor School Department, families, and the community, during multiple meetings in August and September of 2021. Additionally, the BSD administration reviewed the plan in August and September of 2021. The Return to School Plan was posted on the BSD's website. The Emergency Preparedness Coordinator gathered and addressed any comments submitted. The plan is fluid and flexible due to the changing needs schools experience due to COVID-19.

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*)

- Pre-K
- 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
- Migratory students
- Students experiencing homelessness
- Students from low-income families

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

The Bangor School Department will expand after-school learning at all ten district schools. After-school learning will deepen students' connection to school, improve social-emotional skills, and improve learning outcomes. Each of the districts ten schools will hire a part-time After School Coordinator to plan, manage, and coordinate after-school activities. The After School Coordinators will be responsible for surveying students regarding their interests, recruiting and hiring adults or community partners to lead after-school clubs, coordinating transportation, and evaluating the programs. After school activities will include several club offerings four afternoons per week in such areas as literacy, math, science, arts/culture, recreation, or safety/nutrition. Grant funds will be used for salaries, benefits, transportation, equipment, materials and supplies, food, and subcontracts with community partners. This project will take place after school during the 2021-22 and 2022-23 school years.

To encourage staff in participating in work beyond the regular school day, the BSD would like to provide mental health and wellness opportunities for the staff. We are finding that fewer staff want to work beyond the regular school day and year. Believing that healthy teachers provide stronger educational experiences for all students, supports need to be provided to help and encourage our teachers. We would need to seek more input from teachers on how their needs would be best addressed, but would like this included in the grant knowing that we have struggled to get teachers to provide services beyond the regular school day and year. An example would be training on compassion fatigue. We would seek approval before expending any funds regarding this request.

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

95% of Bangor School Department students will participate in at least one before or after school activity.

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

Stipends to pay faculty and staff to run programs  
 Supplies and materials  
 Transportation

Cost: \$60,000 per school x 10 schools = \$600,000 x 2 years = \$1,200,000  
 expenditures would include transportation, meals, resources for performing arts, computer science, AV, newspaper, eSports, robotics, photography, ceramics, etc.

## 6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$700,000.00	\$400,000.00	\$100,000.00	\$0.00	\$1,200,000.00

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

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

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

### High-quality tutoring

2. Describe the following for the intervention selected:

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

- Pre-K
- 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
- Migratory students
- Students experiencing homelessness
- Students from low-income families

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

The Bangor School Department will focus high-quality tutoring on K-5 students in math and K-12 students who are required to quarantine due to COVID diagnosis or COVID exposure.

The Bangor School Department will hire reading and math Tutors to accelerate learning or address learning loss for students in grades K-5. Tutors will spend one to one instructional time assisting individual students who have been identified as requiring additional reading or mathematics instruction. Tutors will be hired during the 2021-22 school year and will be retained until June 2022.

Students who are required to quarantine for a COVID diagnosis or exposure to someone with a COVID diagnosis will participate in remote school during the school day. In addition, their teachers or hired tutors will be available after school hours for one-on-one tutoring to help keep the student current with the assigned schoolwork to mitigate learning loss due to remote schooling. Grant funds will pay an hourly after-school tutoring rate for teachers or hired tutors with students who are learning remotely due to quarantine. The timeline will include the 2021-22 and 2022-23 school years.

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

According the Spring 2021 Maine State NWEA Assessment, 64.12% of students were proficient in math. The Bangor School Department would like to make statistical significant growth, with 67.14% or more students scoring at proficient levels on the Spring 2022 Maine State NWEA Assessment.

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

Salaries and Benefits  
Supplies and Materials

Cost:

Math Tutors:

Quarantine Tutoring: up to 14 tutors/wk x \$300/wk x 36 weeks = \$151,200/year x 2 = \$302,400

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$302,400.00	\$0.00	\$0.00	\$0.00	\$302,400.00

**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:

**Mentoring**

2. Describe the following for the intervention selected:

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

- Pre-K
- 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:

Mentoring is an evidence-based intervention for providing structured support from older or more experienced people. For students, this support can come from adults or older students, and for younger teachers, mentoring can provide insights and best practices from more experienced educators. To address lost instructional time, the Bangor School Department will utilize mentoring through three key interventions: a Mentor Coordinator, a Graduation Coach, and Math Coaches.

The Mentor Coordinator is a full-time, district-wide position hired in September 2021. The job goals of the Mentor Coordinator are to lead, evaluate, promote, coordinate, manage, and oversee the Mentoring Program. This position recruits mentors, solicits donors, organizes and leads Mentoring training, coordinates background checks, plans mentoring events, and documents and

evaluates success of the Mentoring Program. In this role, the position coordinates and collaborates with building principals and district administrators, and district parent and community liaisons to ensure that volunteer efforts are aimed at improving opportunities and outcomes for students. Grant funds will support the salary and benefits of the Mentor Coordinator from September 2021 through the end of the grant period.

The Graduation Coach is a full-time position hired at Bangor High School in September 2021 and tasked with increasing the graduation rate. The Graduation Coach's job goals are to identify and resolve barriers to graduation, facilitate career choices and planning, work to improve graduation rates for all population subgroups within the school, meet with school-based support team members, administrators, and parents. In addition the Graduation Coach monitors student progress and informs parents/guardians about strengths, weaknesses, and progress, assists students with credit recovery opportunities, and evaluates and assesses student performance. Grant funds will support the salary and benefits of the Graduation Coach from September 2021 through the end of the grant period.

The Bangor School Department will hire three full-time Math Coaches for the 2022-23 school year to support teachers and students at the districts five Pre-K to grade three schools. The role of the Math Coach is to work with teachers to support best practices in math teaching, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. In addition, Math Coaches will provide individual instruction with grade K-3 students who are not meeting grade level benchmarks in mathematics. Grant funds will support the salary and benefits of three Math Coaches for the 2022-23 school year. Hiring will take place during spring/summer 2022.

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

Mentoring is an evidenced based intervention that would address the attendance, graduation rate, and student engagement. It would also aid students' social emotional needs, especially when instruction might have to move to a remote option - keeping connections strong. Evaluation would be measured by seeing a drop in chronic absenteeism, an increase in the graduation rate, and increased proficiency levels according to state assessments.

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

Salaries and benefits  
Supplies and Materials

Cost:

Mentor Coordinator: \$100,000 x 2 years = \$200,000  
Supplies, materials, printing \$5,000 x 2 years = \$10,000  
Graduation Coach Salary and benefits \$100,000 x 2 years = \$200,000  
Supplies, materials, printing \$5,000 x 2 years = \$10,000  
Math Coaches \$97,000 x 3 coaches = \$291,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$691,000.00	\$0.00	\$20,000.00	\$0.00	\$711,000.00

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

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

afterschool programs, or extended school year programs. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the [U.S. Department of Education's COVID-19 Handbook](#).

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

**Summer programming**

2. Describe the following for the intervention selected:

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

- 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:

The Bangor School Department will provide summer programming for students in grades K-12 that will include high-interest academic activities, credit recovery, arts/culture, recreational activities, and meals. Bus transportation will be provided. The Bangor School Department will partner with community organizations to provide services, or may hire summer camp counselors and coordinators. Sun canopies and shade structures would be purchased to promote outdoor learning. Activities will take place summer 2021, 2022, and 2023. Grant funds will be used for salaries and benefits, subcontracts, equipment, materials and supplies, food, and bus transportation.

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

Bangor High School's graduation rate will increase from 2021's rate of 82% to 85%.

Student retention of reading skills in grades 1-8 will not decrease based on the NWEA spring and

fall assessment.

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

Cost:

Salaries and Benefits \$30,000 per school x 10 schools = \$300,000 x 2 summers = \$600,000

Suns canopies or shade structures \$6,000 x 10 schools = \$60,000

Installation costs of sun canopies and shade structures \$3,000 x 10 = \$30,000

Materials and supplies \$5,000 x 10 schools x 2 years = \$100,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$600,000.00	\$30,000.00	\$100,000.00	\$60,000.00	\$790,000.00

**Remaining ARP ESSER Funds**

1. Project Title: **Improved Air Quality**

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

3. Project Description including details and timeline:

The Bangor School Department engaged Carpenter Associates Consulting Engineers to conduct Indoor Air Quality (IAQ) testing and provide a remediation plan for the district's school buildings. Carpenter Associates proposes to install new Energy Recovery Ventilators (ERVs) to provide adequate amounts of fresh air to areas identified as having inadequate amounts of fresh air at Abraham Lincoln School, Downeast School, Fairmount School, James F. Doughty School, and William S. Cohen School. The ERVs shall be sized in accordance with ASHRAE recommendations for space utilization, which will provide adequate amounts of fresh outdoor air for the identified areas. At Bangor High School, Carpenter Associates found that the existing air handling equipment serving the Boiler Room, Library Area, and Multimedia Area cannot supply adequate amount of outdoor air per ASHRAE standards, and ductwork will be required to handle the air flow requirement. At Abraham Lincoln School and William S. Cohen School, the existing boiler(s) will be modified or replaced and appropriately sized to provide the additional load required for the indoor air quality ventilation projects. At Fourteenth Street School, the existing administration area does not currently have mechanical equipment to provide adequate ventilation. In order to provide adequate amounts of fresh air, a new Heat Pump will be installed. At James F. Doughty School, the existing classrooms are served via Unit Ventilators (UV) which cannot supply sufficient amounts of required outdoor air per ASHRAE standards. A new air handling unit, new heating coils, new terminal heating units, and new ductwork will be installed to handle the required air flow. All of these projects will be completed by September 2022, and grant funds will be used for equipment and labor. In addition, funds will be used for rental of temporary, modular classrooms on the school grounds so that IAQ work can be completed during the school year and will not disrupt classroom learning.

The second phase of the IAQ project will be completed by September 2023, and will replace the HVAC Controls at each school. This will allow all schools to have a standardized uniform control system once all IAQ HVAC projects are completed, and will enable the administrator to continually monitor indoor air quality and adjust or troubleshoot as needed. Grant funds will be used for equipment and labor to install new HVAC Controls.

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

Labor and materials  
 Purchased services

Carpenter quote: \$4,175,000  
 Modular classroom rental: \$2,000,000

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$6,175,000.00	\$0.00	\$0.00	\$6,175,000.00

**Remaining ARP ESSER Funds**

1. Project Title: **Repairing and Improving School Facilities**
2. This project will utilize funding for:  
**Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards**
3. Project Description including details and timeline:

The Bangor School Department will repair and improve STEM (science, technology, engineering, mathematics) and art classrooms to reduce the risk of exposure to environmental health hazards. STEM and art classrooms require the use of chemicals and chemical reagents that can pose a health hazard to staff and students. There are 16 STEM classrooms and three art rooms at Bangor High School (grades 9-12), three STEM classrooms and one art room at James F. Doughty School (grades 6-8), and three STEM classrooms and one art room at William F. Cohen School (grades 6-8). All three of these school facilities are more than fifty years old; Bangor High School was built in 1964 and the two middle schools were built in 1940. Improvement of the STEM laboratories and art rooms will include modernization of equipment to prevent/minimize hazardous exposure, such as fume hoods, eyewash stations, sinks, lab safety equipment, and chemical storage. STEM and art classroom improvements will take place during 2021-22 and 2022-23 school breaks, including summers, so as to minimize disruptions to instructional time in these subjects.

The number of projects exceeds the amount of funds available, so projects will be prioritized based on students impacted and greatest need.

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

Labor and materials

Carpenter quote: \$120,000.00 per classroom  
 Design and Engineering: \$36,000.00  
 Amount available within grant: \$1,706,413.52

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$1,706,413.52	\$0.00	\$0.00	\$1,706,413.52

**Remaining ARP ESSER Funds**

1. Project Title: **Addressing the needs of children**

2. This project will utilize funding for:

**Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth**

3. Project Description including details and timeline:

The Bangor School Department will focus on providing support for children with disabilities, racial and ethnic minorities, and low-income families.

The Recruitment of Diverse Employees project will recruit professionals from diverse populations of people to ensure that students see themselves in the people who work for the Bangor School Department. Connections will be made with institutions of higher education that offer preparatory work in education (teaching and leadership) as well as organizations that can promote applications from a wide range of diversity. Grant funds will be used for travel, mailings, and subcontracts. Activities will be ongoing during the 2021-22 and 2022-23 school years.

To provide extra support for children with disabilities, the Bangor School Department will hire two full-time IEP (Individualized Education Plan) Coordinators to manage and coordinate the paperwork required for students with IEPs. The IEP Coordinators will relieve the burden of paperwork from Special Education Teachers, enabling the teachers to spend more time in instructional activities with students with disabilities. Grant funds will be used for salaries and benefits. Activities will be ongoing during the 2021-22 and 2022-23 school years.

Low-income families struggle to find affordable child care. We propose to expand the half-day Pre-Kindergarten program into a full-day Pre-Kindergarten to alleviate the financial burden of child care costs for low-income families that enroll their children in half-day public Pre-K. This will have the added benefit of additional hours of academic programming for low-income four-year-olds who will then be better prepared for Kindergarten the following year.

The City of Bangor is anticipating an influx of immigrant families. We propose to hire an additional EL teacher to better meet the need of our increasing populations of families whose first language is not English.

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

Recruitment of Diverse Employees

Travel \$20,000 x 2 years = \$40,000.00

Mailings \$5,000 x 2 years = \$10,000

Fees if working with organizations \$25,000 x 2 years = \$50,000

IEP Coordinators

Salaries and Benefits \$97,000 x 2 teachers x 2 years = \$388,000.00

PreK

Salaries and benefits \$106,883.00 x 3.5 teachers x 2 years = \$748,181.00

EL Teacher

Salaries and benefits \$106,833.00

5. Project Budget

Object Codes
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1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$1,243,014.00	\$90,000.00	\$10,000.00	\$0.00	\$1,343,014.00

**Remaining ARP ESSER Funds**

1. Project Title: **School Nurse and a Medical Secretary**

2. This project will utilize funding for:

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

3. Project Description including details and timeline:

The Bangor School Department will hire an additional School Nurse (or someone able to provide medical support) and a Medical Secretary to help manage COVID testing, contact tracing, and to answer parent questions regarding COVID diagnoses, testing, or quarantining. The BSD currently employs five full-time School Nurses to cover ten schools with 3500 students and approximately 600 staff members. The nurses need the help of an additional School Nurse/Medical Support and a Medical Secretary to coordinate and implement COVID testing and to answer parent questions regarding COVID testing, diagnoses, and quarantine requirements. The School Nurse/Medical Support and Medical Assistant will be hired and retained for the 2021-22 and 2022-23 school years. Grant funds will be used for salaries and benefits.

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

Cost:

Salaries and benefits \$113,387.00 x 2 positions x 2 years = \$453,548.00

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$453,548.00	\$0.00	\$0.00	\$0.00	\$453,548.00

**Remaining ARP ESSER Funds**

1. Project Title: **Remote Learning**

2. This project will utilize funding for:

**Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities**

3. Project Description including details and timeline:

The Bangor School Department will purchase and implement Pre-K to grade 5 English Language Arts (ELA) software and supplemental curriculum that will help students participate in online remote and hybrid environments. Although the Bangor School Department is implementing full-time in-person learning for the 2021-22 academic year, remote learning will occur when Pre-K to grade 5 students or classrooms, for whom there is no vaccine yet, are subject to quarantine due to outbreaks or close contact exposure. Teaching in-person, and then



switching to remote learning as needed can cause disruptions in learning; however ELA software and materials that are designed to be used in-person as well as online will make the learning switch more seamless, and deepen the remote connection between students and teachers. The ELA software and curriculum uses evidence-based phonics, has increased resources for English learners, provides more texts for students that reflect diversity of student populations, and provides supplemental materials that support students with disabilities.

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

Materials  
\$204,345.00

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$204,345.00	\$0.00	\$204,345.00

**Remaining ARP ESSER Funds**

1. Project Title: **Family Support Services**

2. This project will utilize funding for:

**Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth**

3. Project Description including details and timeline:

Through contracted services with qualified providers, Bangor School Department will increase parent education on key issues such as mental health and substance use. In addition, the district will contract with a translation service to increase the number of documents and information provided in different languages to support English learners and their families.

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

Costs:  
Translation services - \$25,000.00  
Contracted services - \$20,000.00

5. Project Budget

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

**Remaining ARP ESSER Funds**

1. Project Title: **Quarantine and Staffing**

2. This project will utilize funding for:

**Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19**

3. Project Description including details and timeline:

The Maine State Legislature passed H.P. 731 - L.D. 993, which retroactively to January 1, 2021, grants up to 15 days of restored sick leave for public school employees of School Administrative Units (SAUs) who used sick time for complying with quarantine orders, was advised by a health care provider to self-quarantine due to COVID-19, experienced symptoms of COVID-19 and sought a diagnosis, cared for an individual subject to an order of quarantine, or is a parent or guardian who provided care for a child whose school or place of child care was closed or unavailable due to precautions related to COVID-19.

Positions of support service (food service, custodians, Ed Tech I, etc.) are often challenging to hire. To attract more employees the BSD is proposing to reimburse employees their fingerprinting fee, as the cost of this fee has been a barrier for applicants.

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

Substitute pay

Inclusion of additional sick time

Cost: We do not yet have a cost associated with the project. It is a project we are proposing to fund if other projects come under budget or if the cost becomes such a burden on the district that we must ask for a redistribution of funds.

Fingerprinting Fees

Cost: Fingerprinting and CHRC \$70 x 100 people = \$7,000.00

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$7,000.00	\$0.00	\$0.00	\$7,000.00

**Budget Summary for ARP ESSERF 3 Funds**

Cumulative Federal Award Amount	\$12,937,720.52
Sub-Award Amount	\$8,625,147.02
20% Set Aside for Learning Recovery	\$2,587,544.10

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
Extended school day	\$700,000.00	\$400,000.00	\$100,000.00	\$0.00	\$1,200,000.00
High-quality tutoring	\$302,400.00	\$0.00	\$0.00	\$0.00	\$302,400.00
Mentoring	\$691,000.00	\$0.00	\$20,000.00	\$0.00	\$711,000.00
Summer programming	\$600,000.00	\$30,000.00	\$100,000.00	\$60,000.00	\$790,000.00
<b>Total of Reservation Projects</b>	<b>\$2,293,400.00</b>	<b>\$430,000.00</b>	<b>\$220,000.00</b>	<b>\$60,000.00</b>	<b>\$3,003,400.00</b>
Improved Air Quality	\$0.00	\$6,175,000.00	\$0.00	\$0.00	\$6,175,000.00
Repairing and Improving	\$0.00	\$1,706,413.52	\$0.00	\$0.00	\$1,706,413.52

School Facilities					
Addressing the needs of children	\$1,243,014.00	\$90,000.00	\$10,000.00	\$0.00	\$1,343,014.00
School Nurse and a Medical Secretary	\$453,548.00	\$0.00	\$0.00	\$0.00	\$453,548.00
Remote Learning	\$0.00	\$0.00	\$204,345.00	\$0.00	\$204,345.00
Family Support Services	\$0.00	\$45,000.00	\$0.00	\$0.00	\$45,000.00
Quarantine and Staffing	\$0.00	\$7,000.00	\$0.00	\$0.00	\$7,000.00
<b>Total of Additional Projects</b>	<b>\$1,696,562.00</b>	<b>\$8,023,413.52</b>	<b>\$214,345.00</b>	<b>\$0.00</b>	<b>\$9,934,320.52</b>
<b>Total of all Project Budgets</b>	<b>\$3,989,962.00</b>	<b>\$8,453,413.52</b>	<b>\$434,345.00</b>	<b>\$60,000.00</b>	<b>\$12,937,720.52</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.**