

Matt Nelson
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Sanford School Department

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SCHOOL COMMITTEE:

Don Jamison, Chair Paula Cote, Vice-Chair
Jonathan Mapes John Roux Amy Sevigny

To: Sanford School Committee
From: Matt Nelson, Superintendent of Schools
Date: September 28, 2021
Subject: Use of ARP ESSER Funds

Last April, the Sanford School Department convened an Advisory Committee focused on having students safely return to in-person instruction five days a week for the 2021-2022 school year. The Advisory Committee met over a period of four months and explored: ways to address learning loss and support educational recovery; interventions to address the academic, social, emotional, and mental health needs of all students; and implementation of prevention and mitigation strategies. The Advisory Committee included representation from the following groups and programs:

Central Office Personnel	Administrators	Teachers
Grade Level Leaders	Department Chairs	Counselors
Sanford Teachers Union	Parents	Food Service
Facilities/Maintenance	Special Education	Nurses
Career & Technical Education	Visual & Performing Arts	

The work of the Advisory Committee helped guide our plan for returning to in-person learning for the 2021-2022 school year. Our plan was continually updated and remained a standing agenda item and available for public comment at all regular School Committee meetings. We held a public workshop on May 3, 2021 to review our planning and receive feedback for in-person instruction for 2021-2022, summer programming and the use of ESSER funds.

The main tenets of our plan are:

1. Safely reopen all schools to in-person instruction five (5) days a week
2. Address learning loss and focus on educational recovery
3. A focus on Social Emotional Learning (SEL) that addresses the academic, social, emotional, and mental health needs of all students.

The School Committee approved our Safe Return to School and Continuity of Instruction Plan 2021-2022 on August 11, 2021 after public review and comment. An overview of the ESSER III budget is listed on the following page.

Cumulative Federal Award Amount:	\$8,543,991.16
Sub-award Amount	\$5,695,994.10
Learning Loss Set Aside Requirement (Minimum 20%):	\$1,708,798.23

<u>Project</u>	<u>Amount</u>	<u>Impact Areas</u>
Class Size Reduction	\$6,195,900.16	Reopening Plan
Reducing Class Sizes		Learning Loss
Supplies	\$100,000.00	Educational Recovery
		Hiring Additional Staff
Summer Programming	\$75,000.00	Educational Recovery
Supplies	\$5,000.00	Learning Loss
		Social Emotional Learning
Summer Camp Tuition	\$7,000.00	Educational Recovery
		Learning Loss
		Social Emotional Learning
Summer Book Program	\$90,000.00	Educational Recovery
		Learning Loss
Additional Counselors & Social Workers	\$853,230.00	Social Emotional Learning
Technology		Educational Recovery
• Purchased Services	\$50,000.00	Learning Loss
• Supplies	\$150,000.00	
• Equipment	\$150,000.00	
Additional Technology Staffing	\$85,853.00	Educational recovery
Curriculum		Learning Loss
• Purchased Services	\$292,108.00	
• Supplies	\$114,900.00	
Transportation	\$100,000.00	Reopening Plan
		Learning Loss
		Educational Recovery
After-school Programming		Educational Recovery
• Staffing	\$250,000.00	Learning Loss
• Supplies	\$25,000.00	

GRANT AWARD NOTIFICATION

Awarding Agency: U.S. Department of Education
Award Number: S425U210004
Project Description: American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)
CFDA: 84.425U
Registration with SAM: All local educational agencies (LEAs) must register with the System for Award Management (SAM) and maintain up-to-date information
SEFA and SF-CAS: All local educational agencies (LEAs) need to provide identification of all ESF awards in their Schedule of Expenditures of Federal Awards (SEFA) and Data Collection Form (SF-SAC)

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

To receive the School Administrative Unit (SAU)'s allocation under the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds under section 2001 of the ARP program, a Superintendent must submit to the Maine Department of Education an application that provides the following information:

- A completed and certified application cover sheet and assurances.
- Identifies and describes *SAU Overall Priorities and Consultation*
- Provides information related to the *SAU Plan for Safe Return to In-Person Instruction and Continuity of Services*
- Selects evidence-based intervention(s) that will be used as part of the required *20% Reservation to Address the Academic Impact of Lost Instructional Time*
- Develops project(s) to utilize the *Remaining ARP ESSER Funds*

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

PART 2: APPLICATION COVER SHEET

Legal Name of Applicant: Sanford School Department	Applicant's Mailing Address: 917 MAIN STREET Suite 200 Sanford, ME 04073
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Steve Bussiere/Bethany Lambert/Eleanor Merrick Position: Assistant Supt/Curriculum Director/Title I Office: Sanford Public Schools Contact's Mailing Address: 917 Main Street Suite 200 Sanford, Me04073 Zip Code Plus 4: 04073-3545 DUNS #: 832327402 Telephone: 207-324-2810 Fax: 207-324-5742 E-mail address: mnelson@sanford.org;sbussiere@sanford.org;cfournier@sanford.org	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Superintendent (Printed Name): Matt Nelson	Telephone: 207-324-2810
Signature of Superintendent:	Date: 09/29/2021

Assurances and Certifications

The Superintendent or their authorized representative assures the following:

- The SAU acknowledges and agrees/certifies acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds under section 2001 of the ARP (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.
- The SAU acknowledges and agrees/certifies acknowledges and certifies that Part 1 of the ARP ESSER application has been successfully submitted and approved.
- The SAU will reserve at least 20 percent of its total ARP ESSER funds to address the lost instructional time through the implementation of evidence-based interventions and ensure that those interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
- The remaining SAU ARP ESSER funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:
 - coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
 - training and professional development on sanitizing and minimizing the spread of infectious diseases;
 - purchasing supplies to sanitize and clean the SAU's facilities;
 - repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
 - improving indoor air quality;
 - addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
 - developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
 - purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom

instructors, including students from low-income families and children with disabilities;

- providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
- planning and implementing activities related to summer learning and supplemental after-school programs;
- addressing learning loss; and
- other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff.

Check the box to confirm that you have read and accept the terms, conditions and assurances included above.

Superintendent (Printed Name): Matt Nelson	Telephone: 207-324-2810
Signature of Superintendent: Certified by Electronic Signature	Date: 09/29/2021

SAU Overall Priorities and Consultation

Provide the top 2 or 3 SAU priorities as a result of or in response to the COVID-19 pandemic. Please illustrate the data source(s) utilized and stakeholders that determined the most critical and/or widespread needs experienced by students, staff, community members and educational personnel.

Priorities	Data Source	Stakeholder Group(s)
Safely reopen all schools to in-person instruction five days a week	Surveys, Central Office Team, Administrative Team, School Committee, Advisory Committee	Families, Advisory Committee (consisting of administrators, teachers, parents, counselors, union, food service, special education, CTE, Nurses, Maintenance and Visual Performing Arts) Student Representatives & Citizens
Address learning loss and focus on educational recovery	Surveys, Central Office Team, Administrative Team, School Committee, Advisory Committee, Student Assessment Data	Families, Advisory Committee (consisting of administrators, teachers, parents, counselors, union, food service, special education, CTE, Nurses, Maintenance and Visual Performing Arts), Student Representatives & Citizens
A focus on Social Emotional Learning (SEL) that addresses the academic, social, emotional, and mental health needs of all students	Surveys, Central Office Team, Administrative Team, School Committee, Advisory Committee	Families, Advisory Committee (consisting of administrators, teachers, parents, counselors, union, food service, special education, CTE, Nurses, Maintenance and Visual Performing Arts), Student representatives & Citizens

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:

The Sanford School Department convened an Advisory Committee tasked to have our students safely return to in-person instruction five days a week for 2021-2022 school year. The Advisory Committee met numerous times throughout the spring and summer via zoom. Our plan for returning to in-person learning for 2021-2022 update was a standing agenda item on all regular School Committee meetings beginning on April 26, 2021. We held a public workshop on May 3, 2021 to review our planning and receive feedback for in-person instruction five days a week, summer programming and the use of ESSER 3 funds.

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

www.sanford.org

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

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

- Develop and make publicly available on the SAU's website a plan for safe return to in-person instruction and continuity of services.
- Before making the plan for safe return to in-person instruction and continuity of services, the SAU will seek public comment and take such comments into account in the development of the plan.
- If the SAU developed a plan that collected public input and is posted on the SAU's website, then the SAU would be in compliance with Section 2001(1). In addition, Appendix B of interim Final Rule (IFR) 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):

Last April, the Sanford School Department convened an Advisory Committee. The Advisory Committee met over a period of four months. The makeup of the committee included: Central Office Personnel, Grade Level Leaders, Sanford Teacher Union, Facilities/Maintenance, Special Education, Administrators, Department Chairs, Parents, Career & Technical Education, Visual & Performing Arts, Teachers, Counselors, Food Service, Nurses and Community Members. Our plan was continually updated and remained a standing agenda item and available for public comment at all regular School Committee on the first and third Mondays of each month. We held a public workshop on May 3, 2021, specifically to review our planning and receive feedback for in-person instruction five days a week for 2021-2022, summer programming, and the use of ESSER 3 funds.

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 Safe Return to School and Continuity of Instruction Plan for 2021-2022 was formally approved by the Sanford School Committee on August 11, 2021 and has been, and will continue to be a standing agenda item on all regular School Committee meetings.

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:

Class-size reduction

2. Describe the following for the intervention selected:

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

- 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:

The class-size reduction project will reduce class-sizes in kindergarten through grade twelve by hiring 30 classroom teachers to lower class sizes across all grade-levels. Decreasing student to teacher ratios will provide additional time for small group instruction and individual support to address learning loss created by COVID-19 as indicated by the NWEA and classroom assessments. This project will also allow us to meet the distancing requirements of the DOE and CDC.

The reduction in class-size will provide teachers with additional time to determine individual student's social and emotional needs as a result of COVID-19. Twenty four support staff including counselors, social workers, ed-techs and a school nurse will be funded through this project to support students social and emotional needs as they return to in-person learning.

After year one, student data and funding availability will determine the continuation of the positions above in future years. We anticipate reducing the positions above as students recover from the impacts of COVID-19.

Technology expenses will focus on providing students and staff with the technology needed to address learning loss and to provide equitable access to technology. Instructional software including but not limited to Edgenuity, Read180 and Pioneer Valley will be used to identify gaps in student learning and to provide targeted instruction. Replacing, updating and repairing

technology will be necessary to meet the technology requirements needed to address quarantine situations and learning loss created by Covid-19.

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

We will use classroom assessments and the NWEA to monitor student progress. Students requiring intervention will be identified through data and benefit from increased teacher time.

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

The costs of this project will include staff salaries and benefits, classroom supplies, and furniture.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$7,049,130.16	\$50,000.00	\$250,000.00	\$150,000.00	\$7,499,130.16

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.

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

Extended School Year

- Describe the following for the intervention selected:

- 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

- 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:

Summer is an opportunity to engage students in enrichment activities to extend their learning when school is not in session and to address learning loss as a result of Covid-19. This project will hire teachers to create and implement theme based projects for students who are enrolled in our local Recreational Program through the summer months. This program will support students in grades Kindergarten through seventh grade. Other enriching learning opportunities will also continue to be made available for students in the district around STEAM camps, middle and high school theater camps and band camps. When school starts up, tutoring opportunities and enrichments in the forms of clubs for grades K-12 will continue to be a priority for the district.

As part of our partnership with the YMCA and Sanford Recreation Department, this project will provide scholarships to identified low-income students to attend summer camp through the YMCA and the Sanford Recreation Department. Expanding access to summer programming will support our efforts to increase the number of students engaged in summer learning to combat learning loss created by Covid-19. The summer programs provide a safe place for students during the summer while providing opportunities for students to develop their social/emotional and academic skills while having fun. The funds will be used during future summers until the funds are no longer available.

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

We will use classroom assessments and the NWEA to monitor student progress. Students requiring intervention will be identified through data.

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

The budget line for this project will pay for the salary and benefits of our summer staff. The supply budget will be used to pay for general classroom supplies such as paper, crayons, markers, paint, fabric, etc. The budget for tuition with YMCA and Sanford Recreation Department will cover tuition payments.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$75,000.00	\$7,000.00	\$5,000.00	\$0.00	\$87,000.00

Remaining ARP ESSER Funds

1. Project Title: **Technology Staffing**

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:

This project will fund an additional technology staff position to support educational technology including hardware, software, connectivity, assistive technology, and adaptive equipment. Due to the increase in technology necessary for remote and blended learning due to Covid-19 additional staff is needed to support students and staff. The position will be funded during the 2023 -2024 school year.

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

The budget for this project will support the salaries and benefits of staff.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$85,853.00	\$0.00	\$0.00	\$0.00	\$85,853.00

Remaining ARP ESSER Funds

1. Project Title: **Curriculum**

2. This project will utilize funding for:
Addressing learning loss

3. Project Description including details and timeline:

Addressing the disruption that COVID has caused in our continuum of learning is a priority for the district. Reveal Curriculum with the Aleks intervention program has been purchased for all math teachers in grades 6 - 12. Ongoing professional development and resources like work books, will be secured to support teachers as they work to identify student needs and work to increase their knowledge and skills in mathematics. The district is currently piloting Reveal for our elementary K-5. Further implementation of this platform will be considered at the end of this school year which will also require resources and professional development.

READ180 and System44 were implemented for our special education literacy teachers in grades 5-12 to support struggling readers in this population. Ongoing professional development and resources, like student workbooks and classroom libraries will be an ongoing expense for the district.

Edgenuity's Pathblazer and MyPath programs will also be an ongoing expense for the district. These platforms work in conjunction with students NWEA scores to create learning paths to help fill in missing knowledge and skills as a result of Covid-19.

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

Books, supplies, software for loss learning.

5. Project Budget

Object Codes				

1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$252,108.00	\$114,900.00	\$0.00	\$367,008.00

Remaining ARP ESSER Funds

1. Project Title: **Summer book program**
2. This project will utilize funding for:
Addressing learning loss
3. Project Description including details and timeline:

To engage all students in reading over the summer, we will provide all students with an opportunity to select independent reading books to take home over the summer. The project will support summer reading with the goal of maintaining or increasing student's reading levels over the summer to combat learning loss created by Covid-19. In addition, we will provide opportunities to distribute books in our community to students through our summer school nutrition program and other community events. This project will continue every summer while funds are available.

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

The funds for this project will be used to purchase a variety of high interest fiction and nonfiction texts for students.

5. Project Budget

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

Remaining ARP ESSER Funds

1. Project Title: **Transportation**
2. This project will utilize funding for:
Planning and implementing activities related to summer learning and supplemental after-school programs
3. Project Description including details and timeline:

The transportation project will add additional buses to decrease the number of students riding on a bus to increase social distancing based on Covid-19 CDC and DOE guidelines. In addition, we will add after-school transportation for students attending after school learning opportunities to address learning loss created by Covid-19.

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

The budget will cover the additional costs associated with the added runs provided by our transportation contractor Ledgemere Transportation.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	

Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00

Remaining ARP ESSER Funds

1. Project Title: **After-School/Summer Tutoring**

2. This project will utilize funding for:

Planning and implementing activities related to summer learning and supplemental after-school programs

3. Project Description including details and timeline:

After-School/Summer Tutoring will provide opportunities for student to receive academic tutoring and remedial instruction from Sanford staff to address learning loss created by Covid-19 in grades k through 12. Students will be identified by individual classroom teachers and through the MTSS process. Instruction will focus on student's current course schedules with an added emphasis on literacy and math. Student progress will be measured through student growth fall to spring on the NWEA. After-school programming will continue for the duration of the grant.

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

The budget will cover salaries and benefits of staff as well as general instructional resources and general classroom materials ie. markers, pens, pencils, math manipulative, etc.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$250,000.00	\$0.00	\$25,000.00	\$0.00	\$275,000.00

Remaining ARP ESSER Funds

1. Project Title: **Profession Development Small Group Instruction**

2. This project will utilize funding for:

Addressing learning loss

3. Project Description including details and timeline:

Professional development will be offered continuously to our elementary teachers by our literacy and math coaches as well as Teachers College Units of Study in the areas of benchmarking, small group instruction, and use of data in the classroom to best meet students learning needs due to Covid-19.

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

Training expense for data informed small group instruction for K-8.

5. Project Budget

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

\$0.00

\$40,000.00

\$0.00

\$0.00

\$40,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$8,543,991.16
 Sub-Award Amount \$5,695,994.10
 20% Set Aside for Learning Recovery \$1,708,798.23

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
Class-size reduction	\$7,049,130.16	\$50,000.00	\$250,000.00	\$150,000.00	\$7,499,130.16
Extended School Year	\$75,000.00	\$7,000.00	\$5,000.00	\$0.00	\$87,000.00
Total of Reservation Projects	\$7,124,130.16	\$57,000.00	\$255,000.00	\$150,000.00	\$7,586,130.16
Technology Staffing	\$85,853.00	\$0.00	\$0.00	\$0.00	\$85,853.00
Curriculum	\$0.00	\$252,108.00	\$114,900.00	\$0.00	\$367,008.00
Summer book program	\$0.00	\$0.00	\$90,000.00	\$0.00	\$90,000.00
Transportation	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00
After-School/Summer Tutoring	\$250,000.00	\$0.00	\$25,000.00	\$0.00	\$275,000.00
Profession Development Small Group Instruction	\$0.00	\$40,000.00	\$0.00	\$0.00	\$40,000.00
Total of Additional Projects	\$335,853.00	\$392,108.00	\$229,900.00	\$0.00	\$957,861.00
Total of all Project Budgets	\$7,459,983.16	\$449,108.00	\$484,900.00	\$150,000.00	\$8,543,991.16

Note: Actual expenditures will be reported monthly through a Web Based ESF Report and verified quarterly via MEFS (Maine Education Financial System). ARP ESSER 3 funds are to be fully obligated and expended by September 30, 2024, including a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.