

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: Scarborough School Department	Applicant's Mailing Address: P. O. Box 370 Scarborough, ME 04070-0370
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Kate Bolton Position: Director of Business & Finance Office: Central Office Contact's Mailing Address: P. O. Box 370 Scarborough, ME04070-0370 Zip Code Plus 4: 04070-0370 DUNS #: 08-688-5340 Telephone: 207-730-4100 Fax: 207-730-4104 E-mail address: kbolton@scarboroughschools.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): Geoff Bruno	Telephone: 207-730-4100
Signature of Superintendent:	Date: 09/28/2021

Certified by Electronic Signature

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): Geoff Bruno	Telephone: 207-730-4100
Signature of Superintendent: Certified by Electronic Signature	Date: 09/28/2021

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)
Reduce student/teacher ratio (class size) in grades K-8, to provide increased individualized attention to each student.	Student, staff & family surveys, iReady assessment, budget development input.	District leadership based on input from students, staff, & parents/guardians.
Provide learning recovery and SEL interventions.	Student, staff & family surveys, iReady assessment, budget development input.	District SEL and DEI task teams, students, staff & parents/guardians.
Health safety protocols.	Student, staff & family surveys, budget development input, DOE guidelines.	HR, Health Services & Facilities staff, building leadership.

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 input which informed our ARP ESSER funding request was sought throughout our FY22 budget development process, and through public School Board and School Board Finance Committee meetings. District priorities were drawn from surveys of students, staff and families, with open written responses available, and general public comment was solicited and received by the Board of Education and the Superintendent.

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

www.scarboroughschools.org/covid-19

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*:

The current district Plan (2021-22) is presented in the slide deck entitled School Board Meeting Presentation - August 19, 2021 available on the COVID-19 Info page of our website at: www.scarboroughschools.org/covid-19. The Plan was presented during a School Board workshop on August 19, and approved by Board vote on that same evening.

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

Public input was solicited via website postings and surveys in addition to the usual public

comment process for all Board of Education meetings. Our Board meetings are currently streamed via both Zoom and YouTube to allow for increased community accessibility.

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 new 2021-22 plan replaces our original School Reopening (hybrid learning) plan of Fall 2020, which was extensively revised and updated over the summer of 2021 by the district leadership team. Data to inform the revised plan was collected via surveys of school community stakeholders, and the plan was reviewed at multiple Board of Education meetings throughout the 2020-21 school year with opportunities for public comment.

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:

Summer programming

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:

Due to COVID-19 pandemic conditions, Scarborough Schools operated in a hybrid learning model during the 2020-21 school year, with most students attending school in person for only two days per week. In an effort to address student learning loss due to reduced instruction time, the district ran multiple learning recovery academies over the summer of 2021 in addition to our usual ESY and KinderCamp programs. Separate academies focusing on math and ELA were offered for Elementary (K-5) and Middle School students, as well as a targeted program for Middle School band. The High School academy used Edgenuity software to provide individualized student interventions for credit recovery across all content areas. At this time we intend to run similar programs in the summer of 2022 as well.

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

Scarborough has been using the iReady assessment system to monitor student progress for several years; this data has proved to be very helpful during the pandemic and our shift to hybrid learning for 2020-21. The iReady diagnostic was used in both the fall of 2020 and the spring of 2021 to measure learning growth and identify targeted areas for instruction, and will be available throughout 2021-22. State-based NWEA testing was also reintroduced in the spring of 2021 and will be run again in Fall 2021 and Spring 2022.

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

ESSER3 funds will be used to pay wages and benefits to summer program coordinators and instructors, as well as to purchase learning software and instructional supplies.

6. Project Budget

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

\$103,244.00

\$46,200.00

\$1,842.00

\$0.00

\$151,286.00

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:

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

- 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:

Responsive to teacher and parent feedback, school leaders have focused on providing resources to support a successful return to full time in-person learning for our students after the loss of instructional time in 2020-21 due to the COVID-19 pandemic. This project will use ESSER3 funds to add 2.0 classroom teacher FTEs at Wentworth School (grades 3-5). Combined with the addition of 6.0 FTEs through ESSER2, this grant funding will allow smaller than usual student/staff ratios in general ed classrooms K through 8, allowing teachers to increase individualized instruction and support within all classrooms. Newly hired supplemental teachers are working on one-year contracts for 2021-22; if no new urgent priorities arise in 2021-22, the balance of available funds will also be applied to class size reduction in 2022-23.

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

intervention selected:

As noted in the Summer Programming project, Scarborough has been using the iReady assessment system to monitor student progress, in combination with State-based NWEA testing, so that learning recovery can be measured. Along with these academic assessment tools, we will use Panorama SEL surveys to collect specific data on students' social & emotional status and growth throughout the 2021-22 school year.

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

Salaries & benefits for 2.0 FTE professional faculty positions in 2021-22 and 3 to 4 positions in 2022-23 (continue positions currently funded under ESSER2).

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$382,994.80	\$0.00	\$0.00	\$0.00	\$382,994.80

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

Credit recovery

2. Describe the following for the intervention selected:

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

- ☒ 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:

High School RTI/Credit Recovery Specialist: The impacts of reduced instructional time due to COVID-19 restrictions were particularly damaging at the High School level, where many students failed to make adequate progress toward their graduation requirements. This project will use ESSER3 funds to add a 1.0 FTE professional position to coordinate RTI and credit recovery supports for students in grades 9-12. Working in collaboration with instructional staff, guidance and school counselors, this one-year (2021-22) position will allow for specific targeted interventions in response to the pandemic.

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

Along with state-mandated testing, regular classroom assessments and grading rubrics, Scarborough High School is using the iReady system to monitor student progress and provide individualized, targeted interventions, as well as Edgenuity software for credit recovery curriculum and assessment.

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

Salaries & benefits for 1.0 FTE professional position.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$80,500.00	\$0.00	\$0.00	\$0.00	\$80,500.00

Remaining ARP ESSER Funds

1. Project Title: **Quarantine Transition Specialist**2. This project will utilize funding for:
Addressing learning loss

3. Project Description including details and timeline:

Acknowledging the higher likelihood of quarantine absences among our intermediate students (grades 3-5) where COVID vaccines are not yet available, this project will use ESSER 3 funds to hire two instructional support positions for the 2021-22 school year - a 0.8 FTE remote teacher to deliver instruction to students during their absence, and a .8 FTE educational support professional to coordinate collection and distribution of instructional supplies, and help students transition comfortably back into school when they return.

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

Salaries & benefits for 0.5 FTE professional position and 1.0 FTE support staff position.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$69,000.00	\$0.00	\$0.00	\$0.00	\$69,000.00

Remaining ARP ESSER Funds1. Project Title: **Supplemental Tech Equipment**

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:

Increasing district staff in response to the needs arising from the pandemic has required increases in technology licenses and devices. ESSER3 funds will also be used to provide replacement components for instructional technology equipment purchased with CRF funds in 2020-21, as well as 2 Chromebook lockers for contactless student device pick up at Middle School and High School.

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

Additional licenses for Google Workspace, Splashtop and Mitel (phone system) @ \$6,800
Phonak sound system replacement parts (microphones & power cables) @ \$9,500
20 faculty laptops for supplemental staff @ \$26,000
75 replacement document cameras for instructional staff @ \$44,500
2 Chromebook lockers for contactless student pickup @ \$8,500

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$6,800.00	\$0.00	\$88,500.00	\$95,300.00

Remaining ARP ESSER Funds1. Project Title: **SEL Professional Development - Integrating SEL with instruction**

2. This project will utilize funding for:

Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors

3. Project Description including details and timeline:

Our school reopening plan for 2021-22 places a priority on the health and wellbeing of our students as they continue to navigate the stresses and anxieties created by the COVID-19 pandemic environment. This project will provide professional development to help teachers learn to integrate SEL supports into supplemental instruction for all students K-12. Led by the district-wide SEL committee and leadership SEL professional learning team, this initiative will also leverage funding from our local budget and Title grant allocations.

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

ESSER3 funds will be used to pay professional development costs, providing both pay for instructional staff time outside budgeted hours, and contracted professional learning services and supplies.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$15,000.00	\$25,000.00	\$5,912.70	\$0.00	\$45,912.70

Remaining ARP ESSER Funds

1. Project Title: **Pooled Testing Staff Support**

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:

ESSER3 funding will be used to hire part-time ed tech level positions to assist in coordination of our COVID-19 pooled testing program at our larger school buildings. Our pooled testing program is currently being implemented by existing district staff, but additional adult supervision will be required to efficiently manage the movement of students through our weekly testing protocol when the program is fully operational.

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

Salaries & benefits for 2.0 FTE support staff positions.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$95,000.00	\$0.00	\$0.00	\$0.00	\$95,000.00

Remaining ARP ESSER Funds

1. Project Title: **K-12 Tech Specialist**

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:

This 1.0 position will fill a resource gap created by new technology needs and expectations in the pandemic environment. Current IT staff and Instructional Coaches do not have capacity to manage implementation, training and support for multiple software applications added to district resources over the past 18 months. This one-year position will provide a bridge to ensure that recent technology investments are implemented and able to be accessed and used effectively.

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

Salaries & benefits for 1.0 FTE professional position.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$66,000.00	\$0.00	\$0.00	\$0.00	\$66,000.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$985,993.50
 Sub-Award Amount \$657,329.00
 20% Set Aside for Learning Recovery \$197,198.70

Reservation Projects	Object Codes				
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
Summer programming	\$103,244.00	\$46,200.00	\$1,842.00	\$0.00	\$151,286.00
Class-size reduction	\$382,994.80	\$0.00	\$0.00	\$0.00	\$382,994.80
Credit recovery	\$80,500.00	\$0.00	\$0.00	\$0.00	\$80,500.00
Total of Reservation Projects	\$566,738.80	\$46,200.00	\$1,842.00	\$0.00	\$614,780.80
Quarantine Transition Specialist	\$69,000.00	\$0.00	\$0.00	\$0.00	\$69,000.00
Supplemental Tech Equipment	\$0.00	\$6,800.00	\$0.00	\$88,500.00	\$95,300.00
SEL Professional Development - Integrating SEL with instruction	\$15,000.00	\$25,000.00	\$5,912.70	\$0.00	\$45,912.70
Pooled Testing Staff Support	\$95,000.00	\$0.00	\$0.00	\$0.00	\$95,000.00
K-12 Tech Specialist	\$66,000.00	\$0.00	\$0.00	\$0.00	\$66,000.00
Total of Additional Projects	\$245,000.00	\$31,800.00	\$5,912.70	\$88,500.00	\$371,212.70
Total of all Project Budgets	\$811,738.80	\$78,000.00	\$7,754.70	\$88,500.00	\$985,993.50

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.