

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: AOS 94 MSAD 46 (Dexter)	Applicant's Mailing Address: 175 Fern Road Dexter, ME 04930
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Matthew Drewette-Card Position: ARP ESSER III Coordinator Office: Superintendent's Office Contact's Mailing Address: 175 Fern Road Dexter, ME04930 Zip Code Plus 4: 04930-2726 DUNS #: 31029978 Telephone: 207-924-6000 x2369 Fax: 207-924-7668 E-mail address: mdrewette-card@aos94.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): Kevin Jordan	Telephone: 207-924-6000
Signature of Superintendent: Certified by Electronic Signature	Date: 09/23/2021

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): Kevin Jordan	Telephone: 207-924-6000
Signature of Superintendent: Certified by Electronic Signature	Date: 09/23/2021

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)
Healthy and safe learning environments for all learners and staff	-Adoption of SEL4ME curriculum -Monitoring of student and staff vaccination data -Monitoring of close contacts, quarantining, etc. -Hired certified behavioral specialists -Additional hygiene and cleaning staff and protocols	Health and Safety Committee (invited participants include district and building administrators, general education teachers, special education teachers, social workers, guidance counselors, school board members, and students)
Engaging and challenging learning environments for all learners, regardless if they are in-person or remote learning.	-Teacher feedback -iObservation data -Engagement data (digital resource analytics) -Attendance data -Assessment data (NWEA, Fountas and Pinnel, local assessments, grading, etc) -Standards and curriculum analysis (Atlas curriculum mapping software)	Academic Innovation Committee
Supportive learning environments for all learners and staff, focusing on social, emotional, and behavioral learning and well being.	-Adoption of SEL4ME curriculum -Sufficient technology resources to ensure connection and communication from school to home	Social and Emotional Learning Committee

	-Additional health services positions -Extended day programs -Summer programming -More concrete MTSS -Extended G/T programming -EL services -Student Assistance Teams	
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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:

Administrators and educators throughout MSAD #46 have tried to engage with as many stakeholders as possible. We developed a survey to send out to all stakeholders in the greater MSAD #46 community that asked for ideas, feedback, and thoughts about the application. We sent it out via email, posted it to our website blog, and pinned/posted on district and school Facebook pages.

The MSAD #46 ARP survey is embedded into our COVID Funds webpage (www.aos94.org/covid/funds), and there is also a direct link where stakeholders and community members can review the results. The results of the survey directly impacted and affected our application. Based on data analysis from educators and community members, areas of "Class-Size Reduction," "High-Quality Tutoring," "Extended Day Programs," "Enrichment Programs," "Summer Programming," and "Education Technology" were highly ranked and asked for areas for the application to address. We believe that our application meets the needs and voices of the constituency and community.

The school board was also informed of the process early in the summer (2021), and also during a recent public board meeting (9/15/2021). Both they and the MSAD #46 community have been encouraged to

interact with the application, survey, and process for several months, and we will continue to collect feedback and ideas about implementation going forward.

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

www.aos94.org/covid/funds

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*:

www.aos94.org/covid

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

We developed a survey to send out to all stakeholders in the greater MSAD #46 community that asked for ideas, feedback, and thoughts about the application. We sent it out via email, posted it to our website blog, and pinned/posted on district and school Facebook pages. Comments are open and the public is encouraged to participate and engage.

You can find the survey here: <https://forms.gle/FBfZSWNPY4g2oaWC9>. We also embedded the survey into our COVID Funds webpage (www.aos94.org/covid/funds).

The ARP application was also discussed at a public school board budget committee meeting (August, 2021) and a public school board meeting (9/15/2021) and encouraged all board members and community members to complete the survey and submit any feedback on the application.

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 administrative team, along with teams of teacher leaders across the district, reviewed and updated the MSAD #46 Return to School Framework and Plan at the end of the 2020-2021 school year, as well as throughout the summer of 2021. Teachers identified challenges that they and their students faced during the 2020-2021 school year, and ideated and brainstormed ideas to increase engagement knowing that the 2021-2022 school year might bring more of the same challenges they faced in the prior year. The administration team and school board took those ideas and feedback and worked them into the design of the overall Return to School Framework and Plan that can be found on our website (www.aos94.org/covid). The administration team plans to review the Return to School Framework at their bi-weekly meetings to identify challenges, barriers, and successes to

help make this framework and plan fluid and meeting the continuously changing landscape the 2021-2022 school year is giving us.

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

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:

This project is targeted at all students in MSAD #46. This includes students who are currently enrolled, and students who may move into the district in the future. Our intention with this project is to make it accessible and customizable for equitable access for all students across the district, including student subgroups that may currently be either limited or nonexistent but could be present in the future.

It is important to know that the summer programming intervention and engagement is meant for all students. This program will respond to the learning challenges many of our students have faced during the school year, due to learning interruptions, quarantining, illness, etc. MSAD #46 is a diverse community and is growing, and we are looking at our student and community data to create engaging and fun learning spaces and experiences for any and all students within the community. We anticipate that, just as there have been learning interruptions in the past, that there will be more learning interruptions in the future. The Summer program at MSAD #46 is designed to identify learning needs, strengths, and challenges that the COVID-19 pandemic has had on our students and community, and respond in kind by creating safe, welcoming, and nurturing learning environments to enhance academic acceleration and bolster social-and-emotional learning.

These funds will be used for providing meaningful intervention and engagement opportunities to support learning recovery and acceleration for all K-8 students impacted by the COVID-19 pandemic throughout the MSAD #46 community.

Summer Programming: 2022, 2023, 2024 (3-years)

Summer Camp goals:

(Re)Ignite passions for learning

Engage student agency

Focus on engagement over achievement

The summer camp will be based around 2-4 TBD Themes. Each theme will be 1-2 weeks.

Themes will be determined by finding out areas of interest for the learners and built based on those areas of interest

Each week(s) theme will have 5 core criteria. The design and implementation of the daily activities must meet the 3 Summer Camp goals (listed above) and also be built using the following content criteria:

Each day learners will engage in activities that include SOCIAL AND EMOTIONAL LEARNING (SEL)

Each day learners will engage in activities that include LITERACY

Each day learners will engage in activities that include SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

Each day learners will engage in activities that include VISUAL AND/OR PERFORMING ARTS

Each day learners will engage in activities that include PHYSICAL ACTIVITY AND MOVEMENT

What summer camp IS:

A place for engaging activities and events where learners can deepen their understandings and interests in certain subjects/areas

A place to reconnect with the school, with friends, and with teachers

A place to recover and catch-up any learning that is needed

Student selection/recruitment for summer camp:

Proactive in nature

At first, focus on those learners who could and would meaningfully use the time, space, and connection with the school

If numbers and space allow, open the camp to all learners

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

MSAD #46 uses a proficiency-scale framework for our assessments. Our classroom assessment model is based on a Student Learning Objective framework:

- 1) Pre-assess skills and content; Identify prior knowledge
- 2) Create specified learning target for individual learners;
- 3) Create and facilitate engaging instructional environments based on the needs of the learners;
- 4) Post-assess skills and content; compare pre-assessment results with post-assessment results
- 5) Identify appropriate next steps and learning targets (standards)

You can find our common grading scale on the curriculum page of our website: www.aos94.org.

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

Total Estimated Cost: \$500,000

- Food services -
- Transportation -
- Resources/Supplies
- Staffing

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$483,271.96	\$495.00	\$75,000.02	\$8,961.61	\$567,728.59

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:

Enrichment programs

2. Describe the following for the intervention selected:

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

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

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

- American Indian or Alaskan Native, not Hispanic
- Asian, not Hispanic
- Black or African American, not Hispanic

- ✓ Hispanic, of any race
- ✓ Native Hawaiian or Pacific Islander, not Hispanic
- ✓ Two or more races, not Hispanic
- ✓ White, not Hispanic
- ✓ Children and youth in foster care
- ✓ Children with disabilities
- ✓ English Learners
- ✓ Migratory students
- ✓ Students experiencing homelessness
- ✓ Students from low-income families

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

This project is targeted at all students in MSAD #46. This includes students who are currently enrolled, and students who may move into the district in the future. Our intention with this project is to make it accessible and customizable for equitable access for all students across the district, including student subgroups that may currently be either limited or nonexistent but could be present in the future.

The COVID-19 pandemic has taught the educators, staff, and community that our library system was stuck in a 20th-century learning model and framework. Many of our students lacked and continue to lack meaningful access to our library and media services while in remote/hybrid learning environments, as our existing library did not have the technological or systemic design to meet those needs. Further, much of the remote/hybrid learning that was happening across our PK-8 school was centered on a "worksheet-driven" model, as our educators and staff did not have access to the tools or expertise to engage with highly effective 21st-century learning practices and tools (based around the 4C's of 21st Century Skills (Critical thinking; Creativity; Collaboration; Communication; <https://files.eric.ed.gov/fulltext/EJ1083656.pdf>). As we learned, the current structures we have do not meet the standard for "Providing all students with access to a safe and inclusive learning environment (<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>)". This project is directly connected with our priority in "creating environments that support students and respond to the trauma experienced by many students as school buildings reopen for in-person instruction" and working quickly to "locate and reengage students who are chronically absent or disengaged (<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>)."

Many of our teachers and students wanted to create and build more safe, inclusive, and accessible content-integrated learning opportunities to accelerate learning recovery needs and lost instructional time, deepen critical thinking and critical creativity, yet lacked both the tools and guidance to do those remotely. What our students did not have was a central HUB where they could improve and deepen their knowledge of 21-century skills, as well as a place with the materials readily available and accessible (both in-person and remotely) that did not place a heavy financial burden on the families in our community. This limited accessibility made learning and integrating 21st-century skills and effective assessment strategies difficult, and as a result, we believe has helped lead to more instruction and assessment being done at a lower level of cognitive complexity than the standards often require. This leads to a lack of depth of knowledge, which, in turn, leads to more intervention and learning recovery needs. This project aims to help remediate and accelerate 21st-century learning skills for all students in both in-person and remote settings.

This project is aimed at improving our library and media structures/systems to be more accessible, engaging, inclusive, safe, and integrated with the other content areas, with either in-person or remote accessibility, and intentionally integrate practical applications and measures of the Maine Guiding Principles and 21st Century Skill curriculums (specific program TBD). It is our intention to have these spaces available and accessible before, during, and after school hours for learners and teachers. We believe that this project meets the "maintenance of equity" standard (ED COVID-19 Handbook, Volume 2 (PDF) (p.32)) as there are other districts in the state that have existing spaces and environments like the ones we are proposing. This project meets the following criteria, as laid out in the ED COVID-19 Handbook, Volume 2 (PDF) (p.19): "address lost instructional time, educators are encouraged to think differently about time, grade levels, and collaboration. Key

approaches include:

Ensuring educators and grade-level teams have time to learn new instructional strategies for acceleration and to coordinate to ensure that students learn without relying on remediation or pull-out instructional practices. That is, instructors (and partners or tutors, as feasible) can provide needed supports for students within the context of grade-level work and within the classroom setting".

This project is different than the other project focusing on Library/Media Services in the application. This project is specifically aimed at providing spaces and environments that are built using current educational best practices to support teaching and learning in in-person and remote settings, and also to provide a more central and accessible place for students to demonstrate remediated or accelerated learning that has been impacted by the COVID-19 pandemic. We need additional spaces and environments to support the accelerated learning pathways and needs of all of our learners (including those learners who have not yet enrolled in our schools), and these spaces will be designed using educational best practices of engagement, creativity, collaboration, critical-thinking, and communication (as defined and supported by research such as "The Distance Learning Playbook" by Douglas Fisher, Nancy Frey, and John Hattie, "Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving" by Patti Drapeau, "The Space: A Guide for Educators" by Rebecca Louise Hare and Dr. Robert Dillon, and "Engage the Brain: How to Design for Learning That Taps into the Power of Emotion" by Allison Posey).

The other Library/Media Services project in this application is aimed at finding/hiring a full time Library/Media Specialist to oversee and run the programming and support the interventions that would take place in the spaces. We wanted to keep these separate because we feel that this project is directly aligned to supporting COVID-19 learning needs and acceleration by creating the environment for learning acceleration to happen, whereas the other project is aligned to supporting the space's operation and leadership. The space and environment is the most important aspect in terms of directly addressing learning loss and acceleration, as the space can be used by all students and teachers across the buildings in an authentic, engaging, and integrated way. It is our full intention to hire a full time library/media specialist, but finding a qualified person may prove challenging and we believe that having a dynamic and engaging environment is the top priority.

UPDATE: February 2023

Since our original application, costs for materials, furniture, and more have gone up exponentially. Our original estimate for this project was not nearly enough to fund it properly. We are working with a local architect firm to help design and create a full plan to properly and effectively redesign our spaces, and to help us find the best costs for our needs. We will be retrofitting both of our library spaces to create more effective learning spaces for our learners to help them meet our rigorous academic standards. These spaces will be an integral and integrated part of our MTSS structures to support the academic, social, emotional, and behavioral challenges that have been elevated as a result of the COVID-19 pandemic, both during the normal school day and during our Extended Day/Credit Recovery/Learning Extension programs.

-Estimated Timeline:

--Design: Completed by June, 2023

--Materials Decided: Completed by August, 2023

--Learning Commons Redesign: February Break, 2024

--Maker Space Redesign: February Break, 2024

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

Learning Commons

-We will measure learning commons usage by both individual students and classroom teachers
-Library/Media Specialists will implement a learning commons curriculum that is based on 21st century learning practices.

Maker Space

-We will measure Maker Space usage by both individual students and classroom teachers
-Soft skills such as agency, problem-solving, collaboration, and creativity are critical outcomes of maker education. We will use the Maine Guiding Principles and the proficiency scales we have

embedded into our curriculum to measure those "soft skills." Classroom teachers will monitor that learning growth with support from the Maker Space facilitator.

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

Total Estimated Cost: \$1,225,000
 Architect & Contractor: \$150,000
 -Create plans and drafts for design ideas

Learning Commons Estimated Cost: \$537,500
 -Purchasing new furniture (chairs, tables, mobile book stacks; etc)
 -Disposal of old resources
 -Adding a small-group workspace to the HS Library

Maker Space Estimated Cost: \$537,500
 -Purchasing Maker Space equipment
 -Disposal/Transfer of resources from existing space
 -Construction/Facilities Costs (renovation needed (such as wall patching, painting, carpeting repair(due to moving existing built-in furniture, adding electrical outlets for greater connectivity, etc).)

UPDATE: January 2024

The project budget numbers in this project have been updated to include the remaining funds from the canceled Outdoor Learning Spaces project.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$904,756.52	\$1,014,755.48	\$5,000.00	\$1,924,512.00

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:

Extended school day

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:

This project is targeted at all students in MSAD #46. This includes students who are currently enrolled, and students who may move into the district in the future. Our intention with this project is to make it accessible and customizable for equitable access for all students across the district, including student subgroups that may currently be either limited or nonexistent but could be present in the future.

Project Overall: To create a comprehensive, standards-based, district-wide extended-day program that is engaging, student-centered, and focused on providing experiences and environments to support learning recovery and accelerated learning.

Project Rationale: The COVID-19 pandemic has impacted the learning trajectory for many students across our district. Trying to accomplish the various and personalized learning goals for students is difficult enough, and now with the added variability of learning recovery and acceleration needs, those challenges have grown exponentially. Taking pages from our highly successful and engaging summer recovery program (summer 2021), this program is designed to support the learning recovery and acceleration needs of all students in the district, and particularly those who were detrimentally impacted by the COVID-19 pandemic due to lost in-person classroom time, lost 1:1 teacher connection time, and lost student group problem-solving and collaboration time.

This project is focused on developing a comprehensive extended day program for MSAD #46 through the development of a Coordinator position, as well as funding necessary resources (including food) to ensure the program can function as needed to meet the learning recovery and acceleration expectations. The purpose of this project is specifically and intentionally focused on building and designing formative learning environments that students can get needed remediation, intervention, and acceleration to directly impact any learning loss that has happened as a result of the COVID-19 pandemic. This position would go beyond overseeing and monitoring the various tutoring services (as explained in the focused "High-quality tutoring" project). The project would also work with teachers to create, support, and monitor engaging before/after-school enrichment activities for learners (such as Civil Rights Team, Coding/Computer Science Team, Band/Chorus/Theatre productions, Student Council, etc).

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

Classroom teachers will work with extended day coordinator and teachers to progress monitor and support extension learning activities. We aim to have all of our extension activities connected to our

district standards (Maine Learning Results and/or Guiding Principles), and can use our existing scales/rubrics to monitor and measure growth.

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

- \$2500/Year Stipend (2-Years)
- \$95,000 Resources and Supplies

- Create a position for a K-12 Extended Day Coordinator (\$10,000/year) to manage and oversee all Extended Day activities (including tutoring services) across the district. Right now those duties are put onto the shoulders of our building administrators. This position would be able to provide the leadership and focus a high-quality extended day program deserves. This position would go beyond overseeing and monitoring the various tutoring services (as explained in the "High-quality tutoring" project). The project would also work with teachers to create, support, and monitor engaging before/after-school enrichment activities for learners (such as Civil Rights Team, Coding/Computer Science Team, Band/Chorus/Theatre productions, Student Council, etc).

Resources/Supplies/Equipment for Extended Day Activities (\$100,000)

- These resources will include supporting outdoor education activities, visual and performing arts resources and supplies, maker space supplies, and opportunities for student agency to create spaces for engagement and learning beyond the school day.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$107,471.45	\$316.00	\$95,000.05	\$0.00	\$202,787.50

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*)

- Pre-K
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th 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:

This project is targeted at all students in MSAD #46. This includes students who are currently enrolled, and students who may move into the district in the future. Our intention with this project is to make it accessible and customizable for equitable access for all students across the district, including student subgroups that may currently be either limited or nonexistent but could be present in the future.

Project Rationale: Many of our students were and continue to be detrimentally impacted by the COVID-19 pandemic and the loss of in-person instructional time due to quarantining, remote learning, etc. As a result our classrooms have more diverse academic challenges and intervention needs than ever before. This project is intended to help improve the learning recovery and acceleration needs of students impacted by the COVID-19 pandemic by providing those students with more access to targeted and focused 1:1 and Tier 2 intervention opportunities.

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

The positions would work directly with classroom teachers to use and monitor progress of student learning based on existing targets/standards in the classroom. These individuals would also be evaluated using our teacher evaluation system (Learning Sciences model) to ensure the practices they are employing are based in evidence and are highly-effective.

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

2.0 FTE Intervention support to reduce class size in elementary classrooms. (22-23SY, 23-24SY)

This project would fund 2 full-time positions to support learning intervention, support, remediation, and acceleration in elementary classrooms.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$191,695.60	\$50,483.61	\$0.00	\$0.00	\$242,179.21

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*)

- 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:

This project is targeted at all students in MSAD #46. This includes students who are currently enrolled, and students who may move into the district in the future. Our intention with this project is to make it accessible and customizable for equitable access for all students across the district, including student subgroups that may currently be either limited or nonexistent but could be present in the future.

Create a structure and system to lead, support, and monitor a comprehensive synchronous and asynchronous program of extended-day tutoring services to impact learning recovery and acceleration for learners impacted by the COVID-19 pandemic in grades 3-12.

This project is built specifically and intentionally on tutoring to meet academic remediation, recovery, and acceleration needs for students who have been impacted by the COVID-19 pandemic in grades 3-12. This project will provide the frameworks, targets, interventions, resources, supports, and assessments needed to remediate and accelerate learners across our district. MSAD #46 is committed to ensure that we use every resource and intervention at our disposal to create and implement personalized learning plans for all students, and in particular those students who have been academically, socially, and emotionally impacted by the COVID-19 pandemic.

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

The K-12 Extended Learning Coordinator would oversee and facilitate implementation of any/all after-school tutoring (either live or in-person), and would directly connect classroom teachers with extended-day teachers. The stipends would be for individuals to be in the room to support with

connection issues, to ensure students stay engaged with the tutor/program, and provide adult supervision. The K-12 Extended Learning Coordinator would report directly to building administration, and district administration if needed (specifically the Director of Transportation, Custodial and Maintenance Director, Director of Special Education, Director of Technology and Information Systems, Curriculum Coordinator, and Superintendent).

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

- Purchase live tutoring software/license (such as Everfi, Tutor.com). Specific program to be purchased TBD
- Purchase additional asynchronous digital tutoring programs (such as Everfi, K12.com) Specific program to be purchased TBD
- 4 Stipends for person to manage and facilitate the room while students are getting tutoring help --
- RVCS - 1 (Gr3-5), 1 (Gr 6-8); each person would be available 1 day/week (2-years)
- DRHS - 2 (9-12); each person would be available 1 day/week (different days) (2-years)

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$60,000.02	\$50,000.03	\$0.00	\$0.00	\$110,000.05

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

Credit recovery

2. Describe the following for the intervention selected:

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

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

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

- American Indian or Alaskan Native, not Hispanic
- Asian, not Hispanic
- Black or African American, not Hispanic

- ✓ Hispanic, of any race
- ✓ Native Hawaiian or Pacific Islander, not Hispanic
- ✓ Two or more races, not Hispanic
- ✓ White, not Hispanic
- ✓ Children and youth in foster care
- ✓ Children with disabilities
- ✓ English Learners
- ✓ Migratory students
- ✓ Students experiencing homelessness
- ✓ Students from low-income families

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

This project is targeted at all students in MSAD #46. This includes students who are currently enrolled, and students who may move into the district in the future. Our intention with this project is to make it accessible and customizable for equitable access for all students across the district, including student subgroups that may currently be either limited or nonexistent but could be present in the future.

Project Rationale: The COVID-19 pandemic has had a significant impact on the learning, learning loss, and engagement of learners across the district. Specific content areas we have identified that were particularly impacted were areas of STEM, SEL, and literacy. The goals and interventions we are looking to make are based on data (qualitative and quantitative) regarding student achievement and engagement during times of in-person, hybrid, and remote learning, and specifically targeted at remediating and accelerating learning for all students.

This project, while under the title of "Credit Recovery," is less focused on "Credit" and more on "Learning." In our standards-based and proficiency-based system of learning, "credit" does not exist. What exists are standards and learning expectations, and the language we use is "standards recovery," "learning recovery," and "learning acceleration."

This project is multi-pronged, as it will drive the intentional instructional practices that will support learning recovery interventions and accelerations, specifically in areas of identified need which include STEM, literacy, and social-and-emotional learning.

-Create and support high-quality and effective mathematics learning opportunities and environments, both in-person and remotely (PK-12)

-Support and increase engagement in STEM learning across our middle school and high school

-Create opportunities for educators to gain professional learning experiences in areas of intervention, remediation, acceleration, and integration to directly impact learning recovery needs in the heterogeneous classroom environment.

-Create opportunities for district and building-level administration to create and model highly effective instructional practices to improve personalized learning strategies, intervention, remediation, and acceleration through professional learning built on and supported by an evidence-based system of instructional growth.

-Strengthen and support highly effective literacy instruction and intervention programs to bolster learning recovery and acceleration of all learners.

-Create learning opportunities for educators to help them implement, facilitate, and maintain engaging and effective instructional spaces and communication tools that can be accessed either virtually or in-person.

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

-We will use our common grading scale format and compare that with our progress monitoring assessment tool (NWEA) to determine the effectiveness of materials and instruction.

-Classroom teachers will assess learning and progress and report to the Curriculum Coordinator successes, challenges, and needs going forward.

-Building administrators will conduct regular classroom observations and provide feedback based on elements of highly effective instructional practices.

-Teachers, administrators, social workers, and guidance counselors will collaborate to develop clear and consistent measurement tools to monitor short-term and long-term growth and learning.

-Instructional Coaches and Interventionists will support classroom teachers with implementation of these programs, provide feedback to the teachers about instructional practices and supports, and connect/collaborate with the building administrators and district Curriculum Coordinator on what is working and what needs more support.

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

K-8 Math Digital Subscription - \$40,000

High School Math Program- \$100,000

STEM Lab Resources- \$100,000

Professional Development (SEL, Effective Technology Integration (AI, STEM, Computer Science, etc) & Highly Effective Instruction)- \$140,000

Literacy Intervention Resources - \$50,000

Additional Digital Resources/Subscriptions for Instruction, Curriculum, and Assessment - \$50,000

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$100,000.01	\$220,489.62	\$205,000.01	\$5,000.02	\$530,489.66

Remaining ARP ESSER Funds

1. Project Title: **Synchronous/Asynchronous Connection**

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:

Project Rationale: As we anticipate that in-person instructional time will be variable and unpredictable for the next two years due to quarantining rules and COVID-19 SOPs, this project will ensure that all students and staff have consistent and comprehensive access to ensure connection and collaboration with all learners across the district to ensure highly effective instruction and learning environments are accessible regardless of the learners' location (in-person or remote).

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

Digital License- \$20,000 (SY22-23, SY23-24)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$22,519.53	\$0.00	\$0.00	\$22,519.53

Remaining ARP ESSER Funds

1. Project Title: **PROJECT REMOVED:Create Outdoor Teaching and Learning Spaces**

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:

Providing adequate air ventilation and spacing to ensure in-person learning for all students in MSAD #46 by building multiple open-air learning spaces across the district. The pavilion would be either on a cement pad or a woodchip pad; be roofed and have tables to support appropriate spacing and a minimum of 25 students. If possible, we would like to include roll-down canvas walls (rain protection) and would like to have electrical access for laptop charging, etc. All specific costs are TBD as of this writing.

UPDATE: February 2023

Since our original application, costs for materials, furniture, and more have gone up exponentially. Our original estimate for this project was not nearly enough to fund it properly. We are working with a local architect firm to help design and create a full plan to properly and effectively redesign our spaces, and to help us find the best costs for our needs. We will be creating more engaging outdoor learning spaces for our learners to help them meet our rigorous academic standards. These spaces will be an integral and integrated part of our MTSS structures to support the academic, social, emotional, and behavioral challenges that have been elevated as a result of the COVID-19 pandemic, both during the normal school day and during our Extended Day/Credit Recovery/Learning Extension programs.

UPDATE: January 2024

This project is eliminated.

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

Architect/Contractor:

-Plans developed for spaces (Spring 2023)

Construction:

-Spring 2024

Examples of materials potentially needed.

Construction materials for pavilion

Wood chips

Electrician

Tables

5. Project Budget

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

Benefits	Services		Amount
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Remaining ARP ESSER Funds

1. Project Title: **Increasing Access and Cognitive Complexity Through Education Technology**

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:

One of the areas of COVID-19 impact for students across our district was the ability to have access to raw materials to demonstrate learning, critical thinking, and critical creativity. Sending vast quantities of materials home was challenging from the school perspective, and leaving the purchasing and using materials in the students homes was not a sustainable nor equitable option. As a result, much of the remote and distance-learning that took place was completed at a lower level of cognitive complexity, and as such and for the many learners who were/will be quarantined, or have to engage in remote learning, the deep learning needed across all learners was/is not being maximized.

This project is intended to provide students, both in-person and remote, the opportunity to connect with classrooms beyond just the screen, and demonstrate their learning to the teacher, their peers, and beyond. These tools will enhance a classroom's ability to ensure continuity of learning for in-person and remote learners, ensuring that all students have both equal and equitable access to the learning environment. For remote learners, students in quarantine, and hybrid learning environments, many assessment strategies were reduced to a traditional "test" framework (ie "skill and drill") as our teachers did not have the knowledge nor capacity nor tools to provide equitable access to challenge students creatively. This project aims to ensure that all teachers at all grade levels can engage all students in cognitively-complex tasks, and demonstrate their creativity and learning beyond a virtual platform into the "real."

This project will complete the district's educational technology plan by mounting 24 interactive boards (such as Promethean Boards) for each classroom at all classrooms without one across RVCS and DRHS. To be completed ASAP (depending on availability and shipping). This project will also purchase approximately 20 3D Printers to be distributed across the Maker Spaces, Learning Commons, and centrally-located classrooms to encourage and increase the use of computer science, coding, and creative thinking in all content areas. Students will be able to demonstrate their learning in more creative and challenging ways by having easier and more consistent access to 3D printing across the district. Further, these tools will support with our comprehensive K-12 Computer Science plan and framework, to help best prepare students to succeed in college and career in a during/post-COVID society.

Promethean Boards:

-Promethean Boards are highly engaging tools to connect remote learners to the classroom, but also to create engaging learning environments for in-person learning. The connections and integrations available with the systems will enhance our teacher's abilities to connect our students in-person and remotely. We anticipate that there will be continued challenges with quarantining and remote learning in the year(s) to come, and ensuring that our teachers have the tools and supports necessary to provide seamless and effective evidence-based interventions regardless of the in-person or remote status of the learner is essential in positively impacting learning recovery and acceleration for all students, whether they were impacted by the COVID-19 pandemic or not.

3D Printers:

-An essential step to deep learning is for students to "depict critical aspects of knowledge in a pictorial or symbolic form" (Marzano/Kendall Taxonomy, 2007). This step bridges the cognitive system of Comprehension into Analysis. For students in remote learning environments (due to

health reasons, quarantining rules, etc.), the means by which those students are able to depict that knowledge is often limited to sketching/drawing/painting. Schools can not supply all of the student homes with the various tools for representation and illustration, and families should nor bear that responsibility as well. However, through the use of 3D printing, we can not only teach valuable skills in programming, design, and computer science, but also provide the students with a remotely accessible means to demonstrate their deeper learning. This would be able to take our assessment structures beyond a "Retrieval" level of complexity, which has been the dominant assessment method during the COVID-19 pandemic, and allow teachers and students to increase the level of cognitive complexity embedded in their instruction and standards, to deepen understanding and learning, which also directly improves learning recovery and acceleration.

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

24 Interactive Boards - approximately \$102,000 (exact price TBD)
 20 3D Printers & supplies - approximately \$10,000 (exact price TBD)

- Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$24,582.29	\$13,631.78	\$177,885.66	\$2,000.02	\$218,099.75

Remaining ARP ESSER Funds

- Project Title: **Highly-Effective Instruction Observation and Evaluation Support for Building and District Administrators**
- This project will utilize funding for:
Any activity authorized by ESEA
- Project Description including details and timeline:

Project Rationale: Teachers and staff need significant supports, training, and effective job-embedded professional development that focuses on highly effective instructional strategies in order to provide integrated and heterogenously grouped interventions and remediations for students in need of significant learning recovery and acceleration strategies, especially those students who have been highly impacted by the COVID-19 pandemic. Best practices indicate that building classrooms based on a model of highly effective instructional strategies (such as those researched and detailed by Robert Marzano, et al) will result in deeper learning experiences and accelerated growth in any/all content areas. Much of the job-embedded professional development will come from administrators and instructional coaches providing evidence-based observations and feedback on instructional strategies/environments to the teachers and staff. To ensure that our administrators and instructional coaches are highly trained and experienced in supporting and providing actionable feedback to the teachers and staff who will be the best source for impacting learning recovery and acceleration needs in students directly impacted by the COVID-19 pandemic, administrators and instructional coaches will need targeted professional learning experiences that are specifically and intentionally based on a model of highly effective instructional strategies. These experiences can occur either in-district or out-of-district (ie regional and/or national conferences).

This project is about providing guidance, support, resources, and coaching for the following:
 -Ensuring educators and grade-level teams have time to learn new instructional strategies for acceleration and to coordinate to ensure that students learn without relying on remediation or pull-out instructional practices. That is, instructors (and partners or tutors, as feasible) can provide needed supports for students within the context of grade-level work and within the classroom setting;
 -Asking teacher leaders and district instructional leaders to identify critical content (e.g., priority or power standards) on which to focus. To avoid overwhelming students, focus on the most

essential

knowledge and skills, particularly the content that is foundational to subsequent grade levels;

-Districts should ensure students are taught by well-qualified (fully certified in the area they are assigned to teach) educators skilled in providing instruction in the relevant format and ensure that all students have access to devices and connectivity needed to take advantage of them (all bullet points from ED COVID-19 Handbook (<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>))

This project will provide building and district administrators opportunities to increase their understanding and application of highly effective instructional strategies, as well as meaningful approaches to provide constructive and focused feedback to support teachers, interventionists, and staff in increasing learning recovery and acceleration needs for all students impacted by the COVID-19 pandemic.

It should also be noted that the US Department of Education issued "Frequently Asked Questions to Assist U.S. Department of Education Grantees to Appropriately Use Federal Funds for Conferences and Meetings." The use of these funds for this purpose is permitted as defined on page 4 of the document as this project is necessary to achieve the goals and objectives of the grant, and the expenses are reasonable.

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

Professional learning services and training for observation and evaluation of effective instruction. Training's can include both in-district professional learning experiences and out-of-district professional learning experiences, such as attending regional or national conferences)
-\$105505.26

Participants will include:

Administrators (System Administrators/Facilitators)

Administrators (Observers/Evaluators)

Instructional Coaches

Classroom Teachers

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$105,505.26	\$0.00	\$0.00	\$105,505.26

Remaining ARP ESSER Funds

1. Project Title: **Maintain ARP Grant Consistency (ARP Grant Coordinator)**

2. This project will utilize funding for:
Any activity authorized by ESEA

3. Project Description including details and timeline:

Maintain consistency in ARP Grant requirements and projects through a stipend for a coordinator to manage the ARP Grant Application and fund distribution. The annual cost of this position is \$5,000. The ARP Grant Coordinator will receive a \$5,000 stipend for the 2022-2023 school year, and a \$5,000 stipend for the 2023-2024 school year to help manage the ARP Grant.

The ARP Grant Coordinator is responsible for:

Surveying local stakeholders as to how to spend the ARP Funds.

Review application document with SAD #46 Administrators

Communicate with MDOE concerning completing the application

Meeting with Superintendent on multiple occasions game-planning the priorities for the application

Coordinate with the SAD #46 Business Manager on budget project estimates

- Author the ARP Application
- Revise the ARP application as needed
- Post all application-related information on the SAD Website
- Ensure that all ARP related requirements are met
- Meet and coordinate completion of approved projects with appropriate stakeholders

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

Stipend for ARP Grant management services. \$10,000 total for two-years (2 \$5,000 stipends per year)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$12,500.05	\$0.00	\$0.00	\$0.00	\$12,500.05

Remaining ARP ESSER Funds

1. Project Title: **Expand Public Pre-Kindergarten Offerings (22-23SY, 23-24SY)**

2. This project will utilize funding for:
Any activity authorized by ESEA

3. Project Description including details and timeline:

This project will allow MSAD #46 to expand its student-centered and standards-based Public Pre-Kindergarten program to provide spaces for early identification, intervention, remediation, and acceleration for pre-kindergarten-age learners. MSAD #46 currently has one public pre-kindergarten classroom, which in total serves 30 learners. We currently only offer 2 half-day pre-k programs each day. This project is aimed at providing an additional 2 half-day pre-k programs for caregivers and students in our district. We are not looking to change our half-day programs to full-day programs at this time, and this project is only trying to double our current pre-k offerings from 2 half-day programs to 4 half-day programs. This project meets the allowable use standard.

This project will dramatically increase the Public Pre-Kindergarten access for families across MSAD #46 as we would be able to double our offerings for free public pre-kindergarten. Many families and industries in the MSAD #46 community have been detrimentally impacted by the COVID-19 pandemic, and many caretakers of young children have been unable to access high-quality childcare due to limited options, COVID restrictions, etc. MSAD #46 would be able to ensure that an additional 30 (approximately) pre-k students would get safe, engaging, and standards-based education that meets all MCDC and MDOE COVID-19 protocols and requirements.

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

Hire: 1.0 FTE Pre-Kindergarten Teacher (2 years)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$190,000.03	\$0.00	\$15,000.02	\$0.00	\$205,000.05

Remaining ARP ESSER Funds

1. Project Title: **Improve Library/Media Service Supports and Curriculum Delivery (PK-8)**
2. This project will utilize funding for:
Any activity authorized by ESEA
3. Project Description including details and timeline:

This project is targeted at all students in MSAD #46. This includes students who are currently enrolled, and students who may move into the district in the future. Our intention with this project is to make it accessible and customizable for equitable access for all students across the district, including student subgroups that may currently be either limited or nonexistent but could be present in the future.

The COVID-19 pandemic has taught the educators, staff, and community that our library system was stuck in a 20th-century learning model and framework. Many of our students lacked and continue to lack meaningful access to our library and media services while in remote/hybrid learning environments, as our existing library did not have the technological or systemic design to meet those needs. Further, much of the remote/hybrid learning that was happening across our PK-8 school was centered on a "worksheet-driven" model, as our educators and staff did not have access to the tools or expertise to engage with highly effective 21st-century learning practices and tools (based around the 4C's of 21st Century Skills (Critical thinking; Creativity; Collaboration; Communication; <https://files.eric.ed.gov/fulltext/EJ1083656.pdf>).

Many of our teachers and students wanted to create and build more diverse and accessible content-integrated learning opportunities to accelerate learning recovery needs and lost instructional time, deepen critical thinking and critical creativity, yet lacked both the tools and guidance to do those remotely. What our students did not have was a central HUB where they could improve and deepen their knowledge of 21-century skills, as well as a place with the materials readily available and accessible (both in-person and remotely) that did not place a heavy financial burden on the families in our community. This limited accessibility made learning and integrating 21st-century skills and effective assessment strategies difficult, and as a result, we believe has helped lead to more instruction and assessment being done at a lower level of cognitive complexity than the standards often require. This leads to a lack of depth of knowledge, which, in turn, leads to more intervention and learning recovery needs. This project aims to help remediate and accelerate 21st-century learning skills for all students in both in-person and remote settings.

This project is aimed at improving our library and media structures/systems to be more accessible, engaging, and integrated with the other content areas, with either in-person or remote accessibility, and intentionally integrate practical applications and measures of the Maine Guiding Principles and 21st Century Skill curriculums (specific program TBD). It is our intention to have these spaces available and accessible before, during, and after school hours for learners and teachers.

This project is different than the other project found in the "Enrichment Programs" project in the application. This project is specifically aimed at finding/hiring a full time Library/Media Specialist to oversee and run the programming and support the interventions that would take place in the spaces. This project is focused on maintaining, supporting, and leading the spaces and curriculum to impact student learning, creativity, collaboration, connection, and critical-thinking, where the other project is focused on the space itself. All teachers can use the spaces to positively improve learning recovery and acceleration, making it the more direct and impactful project for COVID-19 learning loss. This project will add supports to that project through leadership, guidance, instruction, and resource management, and will work with the classroom teachers and students on gaining the necessary learning skills for college and career readiness in a 21st century world.

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

1.0 FTE Library/Media Specialist Salary (\$200,000 / 2-years)

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$190,000.05	\$0.00	\$0.00	\$0.00	\$190,000.05

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$4,331,321.70
 Sub-Award Amount \$2,887,547.80
 20% Set Aside for Learning Recovery \$866,264.34

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
240: Summer programming	\$483,271.96	\$495.00	\$75,000.02	\$8,961.61	\$567,728.59
241: Enrichment programs	\$0.00	\$904,756.52	\$1,014,755.48	\$5,000.00	\$1,924,512.00
243: Extended school day	\$107,471.45	\$316.00	\$95,000.05	\$0.00	\$202,787.50
275: Class-size reduction	\$191,695.60	\$50,483.61	\$0.00	\$0.00	\$242,179.21
311: High-quality tutoring	\$60,000.02	\$50,000.03	\$0.00	\$0.00	\$110,000.05
794: Credit recovery	\$100,000.01	\$220,489.62	\$205,000.01	\$5,000.02	\$530,489.66
Total of Reservation Projects	\$942,439.04	\$1,226,540.78	\$1,389,755.56	\$18,961.63	\$3,577,697.01
Synchronous/Asynchronous Connection	\$0.00	\$22,519.53	\$0.00	\$0.00	\$22,519.53
PROJECT REMOVED: Create Outdoor Teaching and Learning Spaces	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Increasing Access and Cognitive Complexity Through Education Technology	\$24,582.29	\$13,631.78	\$177,885.66	\$2,000.02	\$218,099.75
Highly-Effective Instruction Observation and Evaluation Support for Building and District Administrators	\$0.00	\$105,505.26	\$0.00	\$0.00	\$105,505.26
Maintain ARP Grant Consistency (ARP Grant Coordinator)	\$12,500.05	\$0.00	\$0.00	\$0.00	\$12,500.05
Expand Public Pre-Kindergarten Offerings (22-23SY, 23-24SY)	\$190,000.03	\$0.00	\$15,000.02	\$0.00	\$205,000.05
Improve Library/Media Service Supports and Curriculum Delivery (PK-8)	\$190,000.05	\$0.00	\$0.00	\$0.00	\$190,000.05
Total of Additional Projects	\$417,082.42	\$141,656.57	\$192,885.68	\$2,000.02	\$753,624.69

Total of all Project Budgets	\$1,359,521.46	\$1,368,197.35	\$1,582,641.24	\$20,961.65	\$4,331,321.70
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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.