

# ARP-ESSER III Application Guidance

**Thursday, July 29, 2021 - 9:00am**

**Office of Federal Emergency Relief Programs (OFERP)**

# OFERP Introductions

Please take a moment to share your name, title, email address, and school community in the chat.

- Shelly Chasse-Johndro, Director
- Monique Sullivan, ARP Coordinator
- Karen Kusiak, CARES & CRRSA Coordinator
- Kevin Harrington, GEER Coordinator
- Nicole Denis, Fiscal Coordinator

# ARP ESSER Purpose

-To implement prevention and mitigation strategies  
*(aligned with CDC guidance to greatest extent practicable)*

-To address the academic impacts of lost instructional time through **evidence-based interventions** that respond to the **academic, social, emotional, and mental health needs** of all students and particularly **underserved student groups**

# Relief Funding Highlights & Reminders

- Bus Purchases
- New and/or temporary positions
- CRF Approved Applications and Invoicing

# Reporting Periods & SEA Due Dates

## ESSER I under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

\*Reports due to the U. S. Dept. of Educ.

Annual Report	Due Date	Applicable Reporting Period
Second Annual Report	February 10, 2022	October 1, 2020- September 30, 2021
Third Annual Report	February 9, 2023	October 1, 2021- September 30, 2022

## ESSER II under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

Annual Report	Due Date	Applicable Reporting Period
First Annual Report	February 10, 2022	December 21, 2020 - September 30, 2021
Second Annual Report	February 9, 2023	October 1, 2021- September 30, 2022
Third Annual Report	February 8, 2024	October 1, 2022- September 30, 2023

## ARP ESSER under the American Rescue Plan (ARP)

Annual Report	Due Date	Applicable Reporting Period
First Annual Report	February 10, 2022	October 1, 2020- September 30, 2021
Second Annual Report	February 9, 2023	October 1, 2021- September 30, 2022
Third Annual Report	February 8, 2024	October 1, 2022- September 30, 2023

\*Please note: The due dates above are for the Maine Department of Education. Performance report for our SAUs will be released early fall and due by the end of the calendar year.

# ARP ESSER Application Take-Aways

- SAU Overall Priorities
- Targeted Student Groups
- SAU Plan for Safe Return to In-Person Instruction and Continuity of Services
- Evidence-Based Interventions
- Project Budgets
- Estimated Costs (p 16-20)\*
- Preview of Reporting Requirements (p 21-22)\*

\*Bonus slides at end of slide deck

# Priorities and Stakeholder Group(s)

Priorities	Data Source	Stakeholder Group(s)
Math and Reading RTI	local and state assessments; conversations with teachers, parents	Teachers, students, administrators, board members
Technology Support	Conversations with administrators, teachers	Administrators, teachers, board members
Social-Emotional and Mental Health Support for Students	Conversations with administrators, counselors, teachers, families; interactions with students	Students, families, counselors, teachers, board members

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

The stakeholders checked in Items 1 and 1a need to align with the Stakeholder groups in the SAU Overall Priorities Chart.

*Ex- "Children with disabilities" should be reflected in the priorities*

# Descriptions and Stakeholder Groups

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:

Since receiving notice that a third round of ESSER funds would be available, administrators and teachers and counselors and tech staff have been engaged in conversations with one another and with salient partners. Each of the schools in the consortium created a Back on Track plan which is/will be posted on their website. Plans were presented to and discussed with members of school leadership teams which include community/board members/parents and were presented by principals to local boards in May and June for comment and questions. All board meeting dates and times are posted and open to the public. Space on the agenda is reserved for public comment. School Back on Track plans were altered accordingly. Feedback was brought back to the Admin Team who constructed a consolidated plan that uses funds in ways that address all identified needs through a blend of contracted services and additional personnel. NOTE: These are small school communities so people often play more than one role.



The stakeholders checked in Items 1 and 1a need to align with the description in Item 2.

*Ex-“Children with disabilities”* should be reflected in the description (Item 2) along with the other stakeholder groups checked in 1 and 1a



# Website link ARP ESSER App (Use of Funds)

The website link should provide public access to the ARP ESSER Application (Use of Funds) in Item 3.

The publicly available application should be aligned with the Priorities Chart, Stakeholders (Items 1 and 1a) and Description (Item 2)

*\*Depending on the SAU the ARP ESSER Application (Use of Funds) may or may not be embedded in the SAU Plan for Return to In-Person Instruction and Continuity of Services*

Priorities	Data Source	Stakeholder Group(s)
Math and Reading RTI	Local and state assessments; conversations with teachers, parents	Teachers, students, administrators, board members
Technology Support	Conversations with administrators, teachers	Administrators, teachers, board members
Social-Emotional and Mental Health Support for Students	Conversations with administrators, counselors, teachers, families; interactions with students	Students, families, counselors, teachers, board members

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:

Since receiving notice that a third round of ESSER funds would be available, administrators and teachers and counselors and tech staff have been engaged in conversations with one another and with salient partners. Each of the schools in the consortium created a Back on Track plan which is/will be posted on their website. Plans were presented to and discussed with members of school leadership teams which include community/board members/parents and were presented by principals to local boards in May and June for comment and questions. All board meeting dates and times are posted and open to the public. Space on the agenda is reserved for public comment. School Back on Track plans were altered accordingly. Feedback was brought back to the Admin Team who constructed a consolidated plan that uses funds in ways that address all identified needs through a blend of contracted services and additional personnel. NOTE: These are small school communities so people often play more than one role.

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

Not answered!

# Plan Safe Return to In-Person Instruction

1. Provide the website Link of the publicly available *Plan for Safe Return to In-Person Instruction and Continuity of Services*:

rrrrrrrr

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

rrrrrvvv

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:

rrrrrvvv

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.

The website link should provide public access to the *SAU Plan for Safe Return to In-Person Instruction and Continuity of Services* (Item 1).

This publicly available plan needs to describe the extent to which the SAU has adopted the key prevention and mitigation strategies identified in the CDC guidance.

*\* Depending on the SAU the ARP ESSER Application (Use of Funds) may or may not be embedded in the SAU Plan for Return to In-Person Instruction and Continuity of Services*

# Evidenced Based Interventions

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

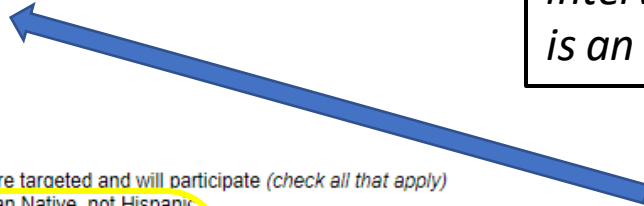
RTI for reading/math and academic tutoring



2. Describe the following for the intervention selected:

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

- Kindergarten
- 1<sup>st</sup> grade
- 2<sup>nd</sup> grade
- 3<sup>rd</sup> grade
- 4<sup>th</sup> grade
- 5<sup>th</sup> grade
- 6<sup>th</sup> grade
- 7<sup>th</sup> grade
- 8<sup>th</sup> grade



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

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



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

We are considering the 2021-2022 (FY 22) and 2022-2023 (FY23) school years as the timeline for our school Back on Track plans. Our hope is to foster academic success for students who we know lost learning time due to less than optimal teaching and learning conditions and/or lack of engagement in school during the previous 1.5 school years due to the COVID 19 pandemic. By funding additional personnel to provide push in (Tier 2), pull out (Tier 3) and/or academic tutoring for students identified as behind, we know we will be able to reach more students and to more effectively respond to the greater need resulting from less-than-optimal schooling during the pandemic.



Double check to make sure that 20% Reservation is used for evidence-based interventions.

*Ex- "RTI" is not an evidence-based intervention vs "High Dose" Tutoring which is an evidence-based intervention*

The student groups and grade levels checked in Items 2a and 2b need to align with the description in Item 3.

The description should include how these student groups and grade levels (as indicated by the check boxes) will be specifically targeted with the identified evidence-based intervention (as indicated by Item 1)

# Project Budgets-Sample 1

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

**High-quality tutoring**

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

Students will be identified using the fall NWEA assessment for tutoring services during the school year. This may include before school, during school, and/or after school tutoring intervention. This tutoring program will run through the 21-22 school year and be reevaluated for its continued need.

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

The NWEA assessment will be utilized to identify students for the program. Once student services are in place local math and reading assessments will be used to determine effectiveness and if continued support is needed.

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

Staff, Student and Staff Supplies, Transportation, Snacks

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$40,074.00	\$0.00	\$10,000.00	\$8,500.00	\$58,574.00

Estimated costs must include the products and/or services (Item 5) needed for the project. Costs should align with Object Codes (Item 6)



# Project Budgets-Sample 2

Project Title (Item 1) should align with project allowance (Item 2)

Estimated costs must include the products and/or services (Item 4) needed for the project. Costs should align with Object Codes (Item 5)

## Remaining ARP ESSER Funds



1. Project Title: **Class Size Reduction**



2. This project will utilize funding for:  
**Planning and implementing activities related to summer learning and supplemental after-school programs**

3. Project Description including details and timeline:

Additional staffing will be hired this summer to meet the needs of class size requirements set forth by the MDOE.

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



**Staffing and supplies**

5. Project Budget



Object Codes				
1000-2000	3000-5000	6000	7300	Total Amount
Salaries & Benefits	Purchased Services	Supplies	Equipment	
\$723,951.71	\$0.00	\$5,000.00	<b>\$5,000.00</b>	\$733,951.71

# Project Budgets-Sample 3

Project Title (Item 1) should align with project description (Item 3)

Estimated costs must include the products and/or services (Item 5) and should align with Project Budget Chart-Object Codes (Item 6)

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

Summer programming

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

Summer school programs for all grade levels which will be an eight - twelve week program predicated on the need of individual learners. At ██████ Elementary School the focus will be on skill retention, gap skill addressed

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

Teachers and ed techs salary and benefits, teaching material (Books, manipulatives, on-line interactive curriculum etc. Projected cost is 50,000.00

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00

# Resources and Contact Information

- [ARP-ESSER Application Instructions](#)
- [ARP Law](#)
- [US ED APR ESSER](#)
- [ARP ESSER Interim Final Rule](#)
- [Use of Funds FAQ Document](#)
- [Maine's Federal Emergency Relief Programs](#)

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# \*Estimated Costs for Plan Development

## Use of ARP ESSER Funds:

-Average 40 staff-hours (exclusive of time to consult with stakeholders and consider public input, which is estimated in the following paragraph) to develop an ARP ESSER plan that meets the requirements and to make its plan publicly available.

-At \$97.28 per LEA staff-hour, the average estimated cost to comply with the ARP ESSER plan development requirement is approximately \$3,900.



# \*Estimated Costs for Meaningful Consultation

## Use of ARP ESSER Funds Plan:

-Average 30 staff-hours to engage in meaningful consultation with identified stakeholder groups and consider public input.

-At \$97.28 per LEA staff-hour, the average estimated cost to comply with the requirement is approximately \$2,900.

# \*Estimated Costs for Making Plan Accessible

## Use of ARP ESSER Funds Plan:

-Average 10 hours to comply with the requirement that its ARP ESSER plan be accessible, including to parents with limited English proficiency and individuals with disabilities.

-At \$97.28 per LEA staff-hour, the average estimated cost to comply with the requirement is approximately \$1,000.

# \*Estimated Costs for Plan Development

## Plan for Safe Return to In-Person Learning and Continuity of Services

- An average LEA will need to review its plan a minimum of five times—more specifically, at least once in Fiscal Year 2021 and twice in each of Fiscal Years 2022 and 2023—to meet the plan review requirement.
- Each review, including consideration of public input using customary methods, will require an average of 10 staff-hours, for a total average of 50 staff-hours.
- LEA will revise its plan once and require an average of 20 staff-hours for plan revision, including consideration of public input.
- The total average estimated staff-hours for complying with plan review and revision requirements is 70 staff-hours, and at \$97.28 per LEA staff-hour, the average estimated cost is approximately \$6,800.

# \*Estimated Costs for Making Plan Accessible

## Plan for Safe Return to In-Person Learning and Continuity of Services

- An average LEA will need an average of 15 hours to comply with the requirement that its plan (including revisions) for the safe return to in-person instruction and continuity of services be accessible, including to parents with limited English proficiency and individuals with disabilities.
- At \$97.28 per LEA staff-hour, the average estimated cost to comply with the requirement is approximately \$1,500

# \*Preview of One Reporting Requirement

Activities by Uses of ESSER I, ESSER II, ARP ESSER funds	ESSER I (CARES Act)		ESSER II (CRRSAA)		ARP ESSER		Please indicate the row(s) in which the LEA is categorizing its mandatory 20% set-aside activities (X)
	Total Amount Obligated by Activity	Total Amount Expended by Activity	Total Amount Obligated by Activity	Total Amount Expended by Activity	Total Amount Obligated by Activity	Total Amount Expended by Activity	
<i>(Please respond to the categories in the order they are presented, as they are not mutually exclusive. If activities or expenditures are applicable to multiple categories, include them ONLY in the first category that applies.)</i>							
a. Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction							
b. Reengaging students with poor attendance or participation							
c. Evidence-based summer learning or summer enrichment programs							
d. Evidence-based afterschool programs							
e. Evidence-based extended instructional time (include extended school day or school week or school year)							
f. Evidence-based high dosage tutoring during the school day (if tutoring takes place during summer school or afterschool programs, please use those categories above)							
g. Full-Service Community Schools							
h. Mental health services and supports							
i. Adoption or integration of social emotional learning into the curriculum							
j. Other (please specify) _____							
k. Safe school reopening/continuity of operations							
l. Purchasing educational technology							
m. Staff Training/ Professional Development to support remote learning or safe reopening							
n. Data infrastructure or capacity							
o. Early childhood education program expansion							
p. Early childhood educational program enhancement							
q. Individuals with Disabilities Education Act (IDEA)							
r. Adult Education and Family Literacy Act (AEFLA)							
s. Carl D. Perkins Career and Technical Education Act (Perkins CTE)							

# \*Preview of *Other* Reporting Requirements

1. Describe the methods used by the LEA to identify which students were most impacted by the COVID-19 pandemic and how that information was used to allocate funds to schools.

LEA	DUNS#	NCES ID#	How did the LEA identify which students were most impacted by the COVID-19 pandemic? (mark all that apply)	How did the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools)
<Populated from previous question responses>	<Populated from previous responses>	<Populated from previous responses>	<input type="checkbox"/> Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status <input type="checkbox"/> Student outcome data, such as assessments <input type="checkbox"/> State administrative data, such as unemployment claims <input type="checkbox"/> Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19 <input type="checkbox"/> Conversations with community (stakeholder input) <input type="checkbox"/> Other, please specify: _____	( <input type="checkbox"/> character limit)

## Subsection C – ESSER Mandatory Subgrants to LEAs, 20% Reserve to Address Impact of Lost Instructional Time

3. Which activities or interventions did the LEA count towards the LEA’s mandatory 20% set-aside, which respond to students’ academic, social, and emotional needs and address the disproportionate impact of Covid-19 on underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care (select all that apply):

- Evidence-based summer Learning or summer enrichment
- Evidence-based afterschool programs
- Extended instructional time (school day, school week, or school year)
- Evidence-based high dosage tutoring
- Full-Service Community Schools
- Mental health services and supports
- Adoption or integration of social emotional learning into the core curriculum/school day
- Other (Please specify) \_\_\_\_\_
- Other (Please specify) \_\_\_\_\_
- Other (Please specify) \_\_\_\_\_

4. Please describe how the selected activities or interventions respond to students’ academic, social, and emotional needs.

( character limit)

5. Please describe how the selected activities or interventions address the disproportionate impact of Covid-19 on underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care.

( character limit)