

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: Harpwell Coastal Academy	Applicant's Mailing Address: 9 Ash Point Rd. Harpwell, ME 04079
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Amy Bundt Position: Director of Business, Finance and Operations Office: Harpswell Coastal Academy Contact's Mailing Address: 9 Ash Point Rd. Harpswell, ME04079 Zip Code Plus 4: 04079+0000 DUNS #: 27007742 Telephone: 207-833-3229 Fax: 207-833-3229 E-mail address: abundt@harpwellcoastalacademy.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): Scott Barksdale	Telephone: 207-833-3229
Signature of Superintendent: Not Certified by Electronic Signature	Date: 00/00/0000

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): Scott Barksdale	Telephone: 207-833-3229
Signature of Superintendent: Not Certified by Electronic Signature	Date: 00/00/0000

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)
Health and Safety	Surveys, Meetings	Teachers, administrators, Parents
Learning Loss	Standardized testing results, in house academic achievement data	Teachers, administrators, Parents

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:

Harpwell Coastal Academy provided the public the opportunity to provide input in several ways.

-We discussed budgeting in our ARP ESSER funding during the budget approval process, which is open to the public and has a public comment component each meeting.

-We reached out directly to families through email for input on the lan for this year.

-We utilized family needs surveys we have conducted.

-We consulted with a representative of NAMI around mitigating the impacts of the Covid-19 Panedemic on mental health.

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

<https://harpwellcoastalacademy.org/covid-19-resources/>

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

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

- Develop and make publicly available on the SAU's website a plan for safe return to in-person instruction and continuity of services.
- Before making the plan for safe return to in-person instruction and continuity of services, the SAU will seek public comment and take such comments into account in the development of the plan.
- If the SAU developed a plan that collected public input and is posted on the SAU's website, then the SAU would be in compliance with Section 2001(1). In addition, Appendix B of [interim Final Rule \(IFR\)](#) requires that an SAU regularly, but no less frequently than every six months, review and, as appropriate, revise its plan for the safe return to in person instruction and continuity of services.

By checking the boxes and responding to the questions below, the Superintendent or their authorized representative is attesting the SAU is aware of the requirements in the APR Act and IFR related to the safe return to in person instruction and continuity of services.

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

https://harpwellcoastalacademy.org/wp-content/uploads/2021/08/Covid-19-Protocols-21_22.pdf

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

Public comment was invited at board meetings.

Parents shared feedback on operations during the public health crisis during HCA Parent Partnership meetings.

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:

Teacher leaders and administrators reviewed and revised the plan over the summer. There has been ongoing consultation with our school physician as well.

5. Check the boxes below to attest that the plan describes the requirements stated:

- (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
 - A. Universal and correct wearing of masks.
 - B. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
 - C. Handwashing and respiratory etiquette.
 - D. Cleaning and maintaining healthy facilities, including improving ventilation.
 - E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
 - F. Diagnostic and screening testing.
 - G. Efforts to provide vaccinations to school communities.
 - H. Appropriate accommodations for children with disabilities with respect to health and safety policies.
 - I. Coordination with State and local health officials.

- (ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Reservation to Address the Academic Impact of Lost Instructional Time

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

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

Class-size reduction

2. Describe the following for the intervention selected:

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

- 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
- Black or African American, not Hispanic
- Hispanic, of any race
- Two or more races, not Hispanic
- White, not Hispanic
- Children and youth in foster care
- Children with disabilities

- Students experiencing homelessness
- Students from low-income families

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

Additional teachers were hired to make smaller class sizes and to increase interventions with writing, reading and math. ESSER3 funds will pay for them for the 21/22 school year. Additional teaching staff include two middle school teachers (one math/science, one ELA/Social studies), two middle school ed techs, and one high school writing teacher.

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

We will use the NWEA growth data combined with our local assessment system. NWEA tests are given in the fall and spring. Our local assessment system involves pre and post assessments in math and unit assessments in reading and writing. Academic data is stored on our Learning Management System, Infinite Campus.

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

Classroom spaces needed to be created / updated for these new positions. Also, we will need to purchase new teacher devices.

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$312,779.00	\$275.00	\$13,000.00	\$8,128.56	\$334,182.56

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*)

- 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
- Black or African American, not Hispanic
- Two or more races, not Hispanic
- White, not Hispanic
- Children and youth in foster care

- Children with disabilities
- Students experiencing homelessness

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

World language enrichment for the 21/22 school year.

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

We will measure student achievement and growth as well as overall academic engagement.

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

Language instruction services from the Berlitz Language Center (remote language instruction).

6. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$10,665.00	\$0.00	\$0.00	\$10,665.00

Remaining ARP ESSER Funds

1. Project Title: **Split Routes for Buses**

2. This project will utilize funding for:

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

3. Project Description including details and timeline:

Starting in September of 2020, HCA implemented a split route system for our bus runs. We are continuing to reduce occupancy and separate our middle school and high school cohorts on our buses with this intervention for the 21/22 school year. This was effective at increasing social distancing capacity on our bus runs. It was also a key way that we isolated our high school (Division) student cohort from our middle school (Division 1) student cohort. In the past, both campuses had been on the same run, with the high school students first being dropped off at our Brunswick campus and middle school students then being dropped off at our Harpswell campus, with the reverse in the afternoon. This additional load puts a strain on our transportation capacity and budget.

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

Over two years, the cost of additional fuel for doubling our bus runs is \$22,000. The cost for additional driver hours is \$28,800 for three hours of extra driving a day for 4 days a week for 20/21 and three hours of extra driving for 5 days a week for 21/22.

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$28,800.00	\$0.00	\$22,000.00	\$0.00	\$50,800.00

Remaining ARP ESSER Funds

1. Project Title: **Cleaning/Sanitizing Supplies**
2. This project will utilize funding for:
Purchasing supplies to sanitize and clean the SAU facilities
3. Project Description including details and timeline:
Purchasing additional cleaning and sanitizing supplies for the 21/22 school year.
4. List products and/or services to be procured and estimated cost as a result of this project:
Hand sanitizer, cleaning fluids and supplies.
5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00

Remaining ARP ESSER Funds

1. Project Title: **Repairing and improving facilities**
2. This project will utilize funding for:
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
3. Project Description including details and timeline:
Upkeep and development of facilities to allow for adequate ventilation, social distancing and monitoring of students.
4. List products and/or services to be procured and estimated cost as a result of this project:
Labor and materials.
5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$7,315.00	\$0.00	\$0.00	\$5,000.00	\$12,315.00

Remaining ARP ESSER Funds

1. Project Title: **Maintaining and developing technology tools and infrastructure**
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:

Purchasing licenses, subscriptions equipment for digital tools and infrastructure.

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

IXL, Zoom, Advance Micro Systems (system support), Google

5. Project Budget

Object Codes				
1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
\$0.00	\$5,857.00	\$0.00	\$740.00	\$6,597.00

Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount	\$417,559.56
Sub-Award Amount	\$278,373.04
20% Set Aside for Learning Recovery	\$83,511.91

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
Class-size reduction	\$312,779.00	\$275.00	\$13,000.00	\$8,128.56	\$334,182.56
Enrichment programs	\$0.00	\$10,665.00	\$0.00	\$0.00	\$10,665.00
Total of Reservation Projects	\$312,779.00	\$10,940.00	\$13,000.00	\$8,128.56	\$344,847.56
Split Routes for Buses	\$28,800.00	\$0.00	\$22,000.00	\$0.00	\$50,800.00
Cleaning/Sanitizing Supplies	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Repairing and improving facilities	\$7,315.00	\$0.00	\$0.00	\$5,000.00	\$12,315.00
Maintaining and developing technology tools and infrastructure	\$0.00	\$5,857.00	\$0.00	\$740.00	\$6,597.00
Total of Additional Projects	\$36,115.00	\$5,857.00	\$25,000.00	\$5,740.00	\$72,712.00
Total of all Project Budgets	\$348,894.00	\$16,797.00	\$38,000.00	\$13,868.56	\$417,559.56

Note: Actual expenditures will be reported monthly through a Web Based ESF Report and verified quarterly via MEFS (Maine Education Financial System). ARP ESSER 3 funds are to be fully obligated and expended by September 30, 2023, excluding a 12 month Tydings Amendment. The funds fall under federal cash management on both the State and sub-recipient levels.