

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: Ecology Learning Center	Applicant's Mailing Address: 230 Main Street Unity, ME 04988
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245U) Name: Leza Packard Position: Superintendent Office: 230 Main Street Contact's Mailing Address: 230 Main Street Unity, ME04988 Zip Code Plus 4: 04988-4203 DUNS #: 068399410 Telephone: 207-230-9275 Fax: 207-948-3521 E-mail address: leza.packard@ecologylearningcenter.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): Leza Packard	Telephone: 207-230-9275
Signature of Superintendent: Certified by Electronic Signature	Date: 09/30/2021

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): Leza Packard	Telephone: 207-230-9275
Signature of Superintendent: Certified by Electronic Signature	Date: 09/30/2021

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)
Social Emotional Learning	teachers, parents	students, families
Health & Wellness	students, teachers, parents	students, families
Academic Achievement	test scores, teachers	students

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.

- 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
- Additionally, an SAU must engage in meaningful consultation with each of the following, to the extent present in or served by the SAU:
 - tribes
 - civil rights organizations (including disability rights organizations)

and stakeholders representing the interests of:

- children with disabilities,
- English learners,
- children experiencing homelessness,
- children in foster care,
- migratory students,
- children who are incarcerated, and
- other underserved students

2. Describe how the SAU provided the public the opportunity to provide input in the development of the SAU's ARP ESSER Application and how such input was taken into account during the development of the ARP ESSER Application:

The SAU posted information on the school website, directing the public to provide input by emailing to the school's information email address. The SAU sent email communications to families, and the school administration collected data from teachers in staff meetings and professional development. This input helped the school administration identify critical needs of students.

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

www.ecologylearningcenter.org

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

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

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

- Provide the website Link of the publicly available *Plan for Safe Return to In-Person Instruction and Continuity of Services*:
https://www.ecologylearningcenter.org/covid-19
- Describe the process of obtaining public comment(s):
requesting emails to info@ecologylearningcenter.org
- 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
- Describe the review and revision process confirmed in question 3:
staff and board of directors review, revise, and approve the plan
- 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:
 - Universal and correct wearing of masks.
 - Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
 - Handwashing and respiratory etiquette.
 - Cleaning and maintaining healthy facilities, including improving ventilation.
 - Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
 - Diagnostic and screening testing.
 - Efforts to provide vaccinations to school communities.
 - Appropriate accommodations for children with disabilities with respect to health and safety policies.
 - 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](#).

- The SAU will utilize the following evidence-based interventions to address the loss of instructional time:
Bridge Programs
- Describe the following for the intervention selected:
 - Which grades will participate (*check all that apply*)
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade
 - Which student subgroup(s) are targeted and will participate (*check all that apply*)
 - American Indian or Alaskan Native, not Hispanic
 - Black or African American, not Hispanic
 - Native Hawaiian or Pacific Islander, not Hispanic
 - Two or more races, not Hispanic
 - White, not Hispanic
 - Children with disabilities
 - Students experiencing homelessness
 - Students from low-income families
- Provide a brief project description including details and timeline:
The enrichment program is a wellness project centered around Social Emotional Learning and culinary arts. Students will work collaboratively on an interdisciplinary project that relates food, culture, health and wellness. The program will include mental health services and infrastructure to support outdoor hands-on activities including gardening, farming, and food preparation to connect students to healthy eating and lifestyle choices. Literacy and math will be incorporated into the activities and a final project (measuring ingredients for cooking, calculating dimensions of a greenhouse garden, writing a recipe). The program will begin in December 2021 (start of the second trimester of the school year) and continue through June 2022. Healthy eating and outdoor time is especially important to the wellbeing of our students in rural Maine during the winter when many experience SAD (Seasonal Affective Disorder), exacerbated by isolation from Covid-19.
- Describe the formative assessment plan to evaluate student progress and impact for the intervention selected:
Student progress will be evaluated through a "wellness journal" in which students record their knowledge, skills, and feelings daily following a prompt from the instructor. The wellness journal will track student progress towards improving healthy dietary and lifestyle habits.
- List products and/or services to be procured and estimated cost as a result of this project:
Services to be procured are salaries for a program instructor (\$15,000) and counselor (\$5000). Products to be procured are gardening, cooking, art, and journal-writing supplies (\$2,000) and equipment (\$2,000).
- Project Budget

Object Codes					
1000-2000	3000-5000	6000	7300		Total
Salaries & Benefits	Purchased Services	Supplies	Equipment		Amount
\$15,000.00	\$5,000.00	\$2,000.00	\$2,000.00		\$24,000.00

Remaining ARP ESSER Funds

- Project Title: **Facilities Expansion and Renovation**
- This project will utilize funding for:
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
- Project Description including details and timeline:
Due to unprecedented growth in student numbers, we need to expand and renovate our facilities in order to provide adequate distancing and improve air quality. The facilities require HVAC system overhaul, roof repair (to prevent leaking which will lead to mold and indoor air quality problems), and additional classroom space (purchasing outbuildings and/or building an addition to the existing school building). The project will begin November 2021 and continue through summer 2022 in preparation for a projected 30% increase in students for fall 2022.
- List products and/or services to be procured and estimated cost as a result of this project:
Services to be procured are salaries & benefits for a facilities manager to oversee and conduct building improvements (\$6000) and purchased services for HVAC and roof repair (\$45,000). Products to be procured are building supplies (\$10,648.21) and equipment (\$10,000).
- Project Budget

Object Codes					
1000-2000	3000-5000	6000	7300		Total
Salaries & Benefits	Purchased Services	Supplies	Equipment		Amount
\$6,000.00	\$45,000.00	\$10,648.21	\$10,000.00		\$71,648.21

Budget Summary for ARP ESSER 3 Funds

Cumulative Federal Award Amount \$95,648.21
 Sub-Award Amount \$63,765.47
 20% Set Aside for Learning Recovery \$19,129.64

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
Salaries & Benefits	Purchased Services	Supplies	Equipment		Total
Bridge programs	\$15,000.00	\$5,000.00	\$2,000.00	\$2,000.00	\$24,000.00
Total of Reservation Projects	\$15,000.00	\$5,000.00	\$2,000.00	\$2,000.00	\$24,000.00
Facilities Expansion and Renovation	\$6,000.00	\$45,000.00	\$10,648.21	\$10,000.00	\$71,648.21
Total of Additional Projects	\$6,000.00	\$45,000.00	\$10,648.21	\$10,000.00	\$71,648.21
Total of all Project Budgets	\$21,000.00	\$50,000.00	\$12,648.21	\$12,000.00	\$95,648.21

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 fundings 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.