

OFERP Training-Office Hours

06/01/2023

Thursday, June 1, 2023 – 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/EANS Coordinator
- Maisha Asha, Fiscal Coordinator
- Deanna Roberge, Management Analyst
- Terri Beal, Management Analyst
- Natalie Owen, Procurement Analyst

Today's Topics and Objectives

Today's **topics** include: CRRSA (ESSER 2) Close-out, UEl's, Reminders about special provisions of ARP, Intensified reporting expectations for FY23, maintenance of GEM, Q & A.

Today's **objective**:

- Participants will be able to use ESSER funds effectively and in alignment with federal requirements

CRRSA Close Out Terms

CRRSA ESSER funds
are available for obligation by SAUs through
September 30, 2023,
which includes the Tydings period

Any funds not invoiced by
12/30/2023 will no longer be accessible.

CRRSA Spending Facts:

- 52 SAUs have **30%+** of their CRRSA ESSER II remaining to invoice.
- **72%** of all CRRSA ESSER II funding has been reimbursed.
- Only **122** calendar days left to obligate CRRSA ESSER II funds
- Approximately **210** days left to fully invoice CRRSA ESSER II

UEI Numbers

On **April 4, 2022**, the unique entity identifier used across the federal government changed from the DUNS Number to Unique Entity ID (generated by SAM.gov).

- The Unique Entity ID (UEI) is a 12-character alphanumeric ID assigned to an entity by SAM.gov.
- As part of this transition, the DUNS Number has been removed from SAM.gov.
- Entity registration, searching, and data entry in SAM.gov now require use of the new Unique Entity ID.
- The UEI number will never expire; however, entity registrations do expire annually and require annual renewal. Please ensure that your organization renews its registration prior to the expiration date. The expiration date is listed in your entity record in SAM.gov.

For the fiscal year 2023 performance report, UEIs will be needed for each school within the district.

Safe Return for Instruction Date

Reminder: Safe Return to In-Person Instruction Plans need to be available on each school district's website, and, per ARP, need to be reviewed at least every 6 months during the duration of the ARP funding.



SAU Spending and Instruction Plans

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund, authorized under the ARP Act of 2021, provides over \$411 million to Maine to support schools in safely reopening and sustaining safe operations while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (COVID-19) pandemic. It is particularly important that ARP ESSER funding will enable school administrative units (SAUs), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic. This page includes information related to SAUs use of ARP ESSER funds.

The ARP ESSER interim final requirements (IFR) (link to <https://www.federalregister.gov/documents/2021/04/22/2021-08359/american-rescue-plan-act-elementary-and-secondary-school-emergency-relief-funds>) indicates that each SAU that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the SAU's website a plan for the SAU's use of ARP ESSER funds. In addition, Section 2001(i)(1) of the ARP Act requires each SAU that receives ARP ESSER funds to develop and make publicly available on the SAU's website a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction.

The URLs for Maine SAU plans are listed in the spreadsheet below. The URLs are collected from the ARP application and ESSER Performance Report as they become available on their corresponding SAU website. These plans are continually updated to include SAU modifications, as appropriate.

[SAU Use of Funds and Safe Return to Instruction Plans](#)



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School Operating Status & LEA Plans for a Safe Return to In-Person Instruction

As a part of the American Rescue Plan (ARP) Act, state educational agencies (SEAs) were required to provide to the Department a URL where the public can readily find data on each school's operating status. The chart below includes the URL that each SEA provided to the Department.

The SEA was also required to provide the Department with the URL(s) for the SEA and/or local educational agency (LEA) websites where the public can find the LEA plans for the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act. The Department will post links to the SEA or LEA websites where these LEA plans can be found as they are submitted by States. For LEA Plans for Use of ARP ESSER Funding, please visit [State Plans – Office of Elementary and Secondary Education](#).

ARP ESSER Operating Status and Safe Return to In-Person Instruction and Continuity of Services Plans

State	Link to State Website with State-Provided Data on School Operating Status**	Link to State or LEA website with LEA Safe Return to In-Person Instruction and Continuity of Service Plans**
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FTE School UEI

For July 1, 2022-June 30, 2023 SAUs will need to provide the count of FTE staff type (ie. Special education, nurses, ELL) assigned to serve each school, regardless of funding source, as of September 30, 2021. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2021-22 school year.

LEA NAME	DUNS #	UNIQUE ENTITY ID (SAM)	NCES ID#	School Name (within LEA)	Count FTE by Staff Type (to the nearest tenth)	
<Populated from previous question responses>	<Populated from previous responses>		<Populated from previous responses>	Pre-populated	Staff Type	FTE
					Special educators and related service personnel, including paraprofessionals	
					Bilingual educators or English as a second language educators	
					School counselors, social workers, or school psychologists	
					Nurses	

LEA Interventions and Participation

Subsection B: Activities by subpopulations

4.b1 How did this LEA use ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery or acceleration for **student groups who were disproportionately impacted by the COVID19 pandemic**

Methods/Intervention	(If Yes, then) Capacity and Participation		
Y/N			
1. Evidence-based summer learning or summer enrichment programs	Is this program available to all students? Y/N If no, indicate the number of students this program serves at full capacity: _____ Total unique headcount of students that participated in this activity: _____ Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in this activity: <i>Eligible</i> refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.		
	Student Group	# Enrolled eligible Students at LEA in subgroup	# Eligible students in subgroup participating
	<i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>		
	a. Students with one or more disabilities		
	b. Low-income students		
	c. English learners		
	d. Students in foster care		
	e. Migratory students		

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	f. Students experiencing homelessness		
	g. American Indian or Alaska Native		
	h. Asian		
	i. Black or African American		
	j. Hispanic/Latino		
	k. Native Hawaiian or Other Pacific Islander		
	l. White		
	m. Two or more races		
	n. Other student subpopulation (Please specify):		

Student Enrollment by Demographic

4.b2 Total LEA Student Enrollment by Demographic Subgroup

Indicate the total number of enrolled students within the LEA by each student group below. Students should be counted in all student groups to which they belong. Please use the same methodology to identify student counts as used to report enrollment data to EdFacts.

Student Group	Count Enrolled Students at LEA
a. Students with one or more disabilities	
b. Low-income students	
c. English learners	
d. Students in foster care	
e. Migratory students	
f. Students experiencing homelessness	
g. American Indian or Alaska Native	
h. Asian	
i. Black or African American	

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j. Hispanic/Latino	
k. Native Hawaiian or Other Pacific Islander	
l. White	
m. Two or more races	
n. Other student subpopulation (Please specify):	
Total Unique Headcount of Enrolled Students	
<i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>	

Use of Funds Detail

Addressing Physical Health and Safety
a. Building and facilities upgrades and maintenance, including ventilation systems and new construction
b. Assistance with meals for students
c. Cleaning and/or sanitization supplies
d. Temporary classroom space to support social distancing
e. Temporary or additional transportation services to support social distancing to and from school
f. Capacity-building to improve disaster preparedness and response efforts, including coordination with State, local, Tribal, and territorial public health departments, and other relevant agencies to improve coordinated responses to prevent, prepare for, and respond to COVID-19

g. Other health protocols <i>not listed above</i> and aligned to guidance from the Centers for Disease Control and Prevention (CDC) such as: vaccines for staff and/or students, COVID-19 testing for staff and/or students, contact-tracing, masks

Meeting Students' Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports
h. Extended learning and/or summer learning
i. High-dosage intensive Tutoring
j. Additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, LGBTQ+ students, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA
k. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems
l. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as the foster care services
m. Early Childhood Programs
n. Hardware and software

o. Wi-Fi, broadband, or other connectivity
p. Curriculum adoption and learning materials
q. Core staff capacity building / training to increase instructional quality and advance equity
r. Investments in talent pipelines for teachers and/or classified staff

Mental Health Supports for Students and Staff
s. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families

Operational Continuity and Other Allowed Uses
t. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act
u. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965
v. Any activity not described above that is authorized by the Individuals with Disabilities Education Act
w. Any activity not described above that is authorized by the Adult Education and Family Literacy Act
x. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006
y. Other activities <i>not described above</i> that are necessary to maintain the operation of and continuity of services in local educational

agencies and continuing to employ existing staff of the local educational agency
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Grant Management 101

Fiscal Management System:

CFR 2, Part 200.334 Retention requirement for records.

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of 3 years from the date of submission of the final expenditure report....Exceptions:

- a. If any litigation, claims, or audit is started before the expiration of the 3 year period, the records must be retained until all litigation, claims, or audit finding involving the records have been resolved and final action taken.
- b. When notified to extend the retention period
- c. Records for real property and equipment acquired with Federal funds must be retained for 3 years after final disposition.

Updating GEMS Contacts

FGRS Updates

If you are an outgoing staff member or have the login and password of the outgoing staff member, go to <https://www.4pcmaine.org/> and select Federal Grant Reimbursement System.

School Emergency Relief Fund (ESSERF) Applications

- [ESSERF 1 Application](#)
- [ESSERF 2 Application](#)

Maine Coronavirus Relief Fund (CRF 2) Applications

Emergency Assistance to Non-Public Schools Program (EANS)

- [EANS Application](#)
- [EANS Reallocated Funds Request](#)
- [ARP EANS II Application](#)

American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)

ESSER Performance Report

ARP Homeless Children and Youth II Budget Update

Federal Grant Reimbursement System

You must change the login here even if you only want to access one of the grants listed above.

Application Updates

Updating Superintendent and Applicant Coordinator information is done in the application setup page of each application.

ESSERF 2 Application Setup Page

LEA: Pine RSU

Allocation: \$568,738.24

Superintendent:

Dr. Joseph Johnson

Telephone:

555-555-5555

Email:

support@gemschoolsoftware.com

Do you intend to apply for Elementary and Secondary School Emergency Relief Fund 2 For FY 2021?

Yes No

If you do not intend to apply, no additional information is required. Click "Submission" in the menu bar and submit and certify this application.

Please update and complete the following contact information.

LEA Address:

Suite IC USA Route IA

Pine Valley ME 04043

LEA Contact:

Jane Astor

Contact's Position:

Assistant Superintendent

Contact's Office:

Office of the Superintendent

Contact's Address:

USA Route IA Suite 44

Pine Valley ME 04043

Contact's Telephone:

555-555-5556

Contact's Fax:

555-555-5557

Contact's Email:

support@gemschoolsoftware.com

Zip Code plus 4:

01010-1011

DUNS Number:

1245673

Enjoy your Summer!



Resources

- ESSER Page: <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>
- EANS Page: <https://oese.ed.gov/offices/education-stabilization-fund/emergency-assistance-non-public-schools/>
- [Use of Funds FAQ](#)
- [Maine's Federal Emergency Relief Programs](#)

Contact Information

Emergency Relief Funds	APR ESSER	CARES and CRRSA ESSER, CRF	GEER and EANS
Shelly Chasse-Johndro	Monique Sullivan	Karen Kusiak	Kevin Harrington
Shelly.Chassejohndro@maine.gov	Monique.Sullivan@maine.gov	Karen.Kusiak@maine.gov	Kevin.Harrington@maine.gov

Federal Fiscal Coordinator	Management Analyst	Procurement Analyst	Management Analyst
Maisha Asha	Deanna Roberge	Natalie Owens	Terri Beal
Maisha.Asha@maine.gov	Deanna.Roberge@maine.gov	Natalie.Owens@maine.gov	Terri.Beal@maine.gov

Q & A

Please unmute yourself or use the chat to ask questions!

