

# **ESSER FY 2023 Performance Report Office Hour 02/13/2024**

**Tuesday, February 13, 2024 - 10:00am  
Office of Federal Emergency Relief Programs (OFERP)**

# Reporting Statutory Requirements

## **34 CFR §76.720 State reporting requirements:**

This section applies to a State's reports required under [2 CFR 200.327](#) (Financial reporting) and [2 CFR 200.328](#) (Monitoring and reporting program performance), and other reports required by the Secretary and approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act of 1995, [44 U.S.C. 3501-3520](#).

## **34 CFR §76.722 Subgrantee reporting requirements:**

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under [34 CFR 76.720](#) and in carrying out other responsibilities under the program.

# FY 2023 Performance Report

SEA Data Collection Form is a [public document](#)

- This report is completed based on reimbursements in **State's Fiscal Year 2023 - July 1, 2022 to June 30, 2023**
- FY 2023 ESSER performance report is due by **April 12, 2024** (edited date 3/5/24\_)
- Available at <https://www.4pcmaine.org/>

The following resources have been created:

- **Blank Copy** of the FY 2023 ESSER Performance Report ([PDF](#)) ([Word](#))
- **Open, no agenda, Sessions**
  - Every Wednesday at 11:00am for an hour starting on February 28, 2024 [Click here to register](#)
- **Fiscal data** for July 1, 2022 to June 30, 2023 prepopulated
- **New Webpage**, [www.maine.gov/doe/fedrelief/ESSERPRFY23](http://www.maine.gov/doe/fedrelief/ESSERPRFY23)

# FY 2023 Sections

"Accurate SEA reporting remains essential to providing the public with timely insight into how ESSER funds have been used by your SEA and its local educational agencies (LEAs) to support students and educators in addressing the impact of COVID-19, and for helping to ensure accountability with respect to these unprecedented levels of federal investment. As was previewed and communicated during the FY 2021 (Year 2) and FY 2022 (Year 3) ESSER APR collection, there are additional reporting items that are now required in the FY 2023 (Year 4) ESSER APR collection."

Parts with Sections	Focus
Part I: Performance Report Cover Sheet	Certification required
Part II: FY23 Expenditures by Category	July 1, 2022 to June 30, 2023 expenditures
Section a: by Object Code	FY 2023 expenditures by object code
*NEW* Section b: by Activity	FY 2023 expenditures by activity
*NEW* Section c: Hiring and Retention	Funds expended to support specific positions
Part III: Mandatory Reservation Funds	*NEW* Funds expended activity/intervention
*NEW* Part IV: Interventions and Participation	Supported activity/intervention with eligible/participating student group counts
*NEW* *NEW* Student Enrollment by Subgroup	Students enrolled by student group
Part VI: ESSER Funds Supported Section a. Maintaining safe instruction Section b. Providing internet access Section c. Reengaging students	FY23 funds expended on identified items
Part VII: Allocation of ESSER Resources	SAU allocated portion of funds to schools
Part VIII: Full-Time Equivalent (FTE)	SAU FTE, regardless of funding, by date *NEW* School FTE by staff type as 10/1/22
Part IX: Planned Uses	Identifying use of unexpended funds
Part X: SAU Publicly Available Plans	URL with reviewed/revised dates
Part XI: Davis Bacon Requirements	Aware and implementation assurances

# Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0749.

*Public reporting burden for this collection of information is estimated to average 140 hours per SEA response and **140 hours per LEA response**, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.*

Under the PRA, participants are required to respond to this collection to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact Joanne Bogart, US. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

# GEM Portal



Maine Department of Education  
Application Website



Welcome to the Department of Education's Consolidated Application and Grant Reimbursement Website.

#### 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**

- [PR Phase I](#)
- [PR Phase II](#)

#### [ARP Homeless Children and Youth II Budget Update](#)

#### Maine TeachesCS: Expanding Access to Computer Science in Maine Classrooms Universal Computer Science Mobile Labs (CSML) Subgrant

- [CSLM Phase I](#)
- [CSLM Phase II](#)

#### [Multilingual Learners and Students Experiencing Homelessness Application](#)

#### [Federal Grant Reimbursement System](#)

**Go to:**

<https://www.4pcmaine.org/>

**Click on:**

ESSER Performance Report

**FY 2023 – Phase III**

**Username and Password:**

Accounts for ESSER application and the FGERS will grant access to Performance Report

# FY 2023 ESSER Performance Report

DATA ENTRY SUBMISSION LOG OUT

Current person: James Rideout, Pine RSU

## Pine RSU's Data Entry Menu

✓ [General Directions and Essential Information](#)

✓ [Performance Report Setup](#)

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Section a: by Object Code

✓ [Directions](#)

[CARES ESSER I Expenditures](#)

[CRRSA ESSER II Expenditures](#)

[ARP ESSER III Expenditures](#)

Section b: by Activity

Section c: Hiring and Retention

[Part III: SAU Mandatory Reserve to Address Impact of Learning Loss](#)

[Part IV: SAU Interventions and Participation](#)

✓ [Part V: Total LEA Student Enrollment by Demographic Subgroup](#)

[Part VI: ESSER Funds Supported](#)

✓ [Part VII: Allocation of ESSER Resources within SAU](#)

✓ [Part VIII: Full-Time Equivalent \(FTE\) Positions](#)

✓ [Part IX: Planned Uses](#)

[Part X: SAU Publicly Available Plans](#)

✓ [Part XI: Davis Bacon Requirements](#)

There are eleven parts to the Performance Report (PR). Each part represents information needed for USDE annual report.

Please note:

- All work needs to be conducted on the data entry tab.
- Pages should be completed in order to avoid logic errors.
- A check mark before a link indicates that all the required information has been entered in the page. Once all links are checked, including General Directions, you will be able to submit this performance report.

# Performance Report Setup

DATA ENTRY SUBMISSION LOG OUT

Contact person: James Rideout, Pine RSU

## Pine RSU's Data Entry Menu

✓ [General Directions and Essential Information](#)

✓ [Performance Report Setup](#)

✓ [Part I: Performance Report Cover Sheet](#)

Part II: Fiscal Year 2023 Expenditures

Section a: by Object Code

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[Section b: by Activity](#)

[Section c: Hiring and Rel](#)

## Performance Report Setup Page

LEA: Pine RSU

Superintendent:   
Telephone:   
Email:

Please update, as necessary, the following contact information.

LEA Address:

LEA Contact:   
Contact's Position:   
Contact's Office:   
Contact's Address:   
    
Contact's Telephone:   
Contact's Fax:   
Contact's Email:

Zip Code plus 4:

DUNS Number:   
UEI Number:   
Vendor Code:

ESSER funds use is unique to each SAU and will be reflected in their PR.

Make sure that all the information in the Performance Report Set Up page is correct because the Performance Report Coversheet (Part I) is populated by the setup information.



# Part I: Cover Sheet

DATA ENTRY SUBMISSION LOG OUT

Contact person: James Rideout, Pine RSU

## PART I: PERFORMANCE REPORT COVER SHEET

<b>Legal Name of Applicant:</b> Pine RSU	<b>Applicant's Mailing Address:</b> Suite IC USA Route IA Pine Valley, ME 12345
<b>SAU Contact for the Education Stabilization Fund (CFDA No. 84.245)</b> <b>Name:</b> James Rideout <b>Position:</b> Assistant Superintendent <b>Office:</b> Office of the Superintendent <b>Contact's Mailing Address:</b> USA Route IA Suite 44 Pine Valley, ME12345 Zip Code Plus 4: 01010-1011 Telephone: 555-555-5556 Fax: 555-555-5557 E-mail address: gseekins@usaed.net  DUNS number (9-digits): Cd12iyZ89 UEI # (12-character, alphanumeric):1245678ACBN5 Vendor Code (VC 10-digits): PRSU11113	
By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. EDGAR Sec. 200.415	
<b>Superintendent (Printed Name):</b> Dr. Jack Johnson Sr	<b>Telephone:</b> 555-555-5555
<b>Signature of Superintendent:</b> Not Certified by Electronic Signature	<b>Date:</b> 00/00/0000
« To Setup To Menu To Part a: Expenditures Directions »	

The Performance Report Coversheet (Part I) is populated by the setup information.

When the performance report is ready for submission

- GEMS will **generate an email** to the superintendent indicating that review and certification is needed.
- **In this email** there will be a URL, username and password to certify the performance report.

# Fiscal Data

Invoice # & ID	Date	Billing Period	Submitted	Approved DOE	Processed DAFS	Amount	Balance
7 ID:1504	08/22/2022	8/13/2022 to 08/19/2022	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	\$113,000.00	\$933,133.92

Name of Project	Elementary and Secondary School Emergency Relief Fund
Billing Date	08/22/2022
Billing Period	From 08/13/2022 to 08/19/2022

**Billing Date:** Initiates the process of the Maine DOE to request funds from the US Department of Education (USED) on behalf of the SAU. If date is in the performance period (FY 23, July 1, 2022 and June 30, 2023) it is likely included in the ESSER spending for FY 23.

**Billing Period:** This date illustrates when the activity transpired; however, the Maine DOE was not aware of the activity until the reimbursement request was made noted by the billing date.

# Fiscal Data

## Part II: Fiscal Year 2023 Expenditures

### ARP ESSER III Expenditures

Report all project expenditures for the period of performance of **July 1, 2022 to June 30, 2023**. The total you report must equal **(\$612,169.61)** the amount paid during this period according to Maine's Financial System records

Activities <i>(Report each expenditure in only one of the two ARP ESSER columns)</i>	Amount Expended on RESERVATION for loss of instruction project(s) <i>(This amount will be exclusive of the amount reported in the remaining column)</i>	Amount Expended on REMAINING ARP ESSER project(s)
<b>Addressing Physical Health and Safety</b>	<b>\$10,207.50</b>	<b>\$7,900.00</b>
a. Personnel Services - Salaries	110.00	500.00
b. Personnel Services - Benefits	0.00	0.00
c. Purchased Professional and Technical Services	10000.00	7000.00
d. Purchased Property Services	0.00	0.00
e. Other Purchased Services	0.00	0.00
f. Supplies	97.50	400.00

### ARP ESSER III Expenditures

Report all project expenditures for the period of performance of

**July 1, 2022 to June 30, 2023.**

The total you report must equal **(\$612,169.61)** the amount paid during this period according to Maine's Financial System records

Name of Project	Elementary and Secondary School Emergency Relief Fund
Billing Date	08/22/2022
Billing Period	From 08/13/2022 to 08/19/2022

Invoice # & ID	Date	Billing Period	Submitted	Approved DOE	Processed DAFS	Amount	Balance
1 ID:451	01/28/2022	07/01/2021 to 09/30/2021	●	●	●	\$41,558.86	\$1,558,011.75
2 ID:772	03/18/2022	10/01/2021 to 12/31/2021	●	●	●	\$15,475.83	\$1,542,535.92
3 ID:915	05/02/2022	01/01/2022 to 03/31/2022	●	●	●	\$20,616.58	\$1,521,919.34
4 ID:1045	05/27/2022	04/01/2022 to 05/15/2022	●	●	●	\$241,884.63	\$1,280,034.71
5 ID:1407	08/02/2022	5/16/2022 to 06/30/2022	●	●	●	\$119,295.59	1,160,739.12
6 ID:1490	08/17/2022	7/01/2022 to 08/12/2022	●	●	●	\$114,605.20	1,046,133.92
7 ID:1504	08/22/2022	8/13/2022 to 08/19/2022	●	●	●	\$113,000.00	\$933,133.92
8 ID:1564	09/09/2022	8/20/2022 to 09/08/2022	●	●	●	\$57,481.28	\$875,652.64
9 ID:1600	09/16/2022	9/09/2022 to 09/16/2022	●	●	●	\$6,307.38	\$869,345.26
10 ID:1700	10/14/2022	9/17/2022 to 09/30/2022	●	●	●	\$6,829.18	\$862,516.08
11 ID:2014	12/13/2022	0/01/2022 to 12/05/2022	●	●	●	\$41,417.59	\$821,098.49
12 ID:2324	02/02/2023	2/06/2022 to 01/31/2023	●	●	●	\$30,292.96	\$790,805.53
13 ID:2454	03/27/2023	2/01/2023 to 03/09/2023	●	●	●	\$122,940.43	\$667,865.10
14 ID:2651	08/16/2023	03/10/2023 to 06/10/2023	●	●	●	\$167,346.74	\$500,518.36
15 ID:3246	09/08/2023	06/11/2023 to 06/30/2023	●	●	●	\$7,552.90	\$492,965.46

# Part II: Directions

## Part II: Fiscal Year 2023 Expenditures

### Section a: by Object Code

#### ✓ [Directions](#)

#### [CARES ESSER I Expenditures](#)

#### [CRRSA ESSER II Expenditures](#)

#### [ARP ESSER III Expenditures](#)

### [Section b: by Activity](#)

### [Section c: Hiring and Retention](#)

The expenditure categories are:

- Addressing Physical Health and Safety
- Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)
- Mental Health Supports for Students and Staff
  - USED definition: For the purposes of this reporting, Social Emotional Learning (SEL) support is conducted by non-licensed practitioners or professionals and Mental Health services are conducted by licensed practitioners or professionals, including psychologists and psychotherapists.
- Operational Continuity and Other Allowed Uses

Please note these are self-selected and should be documented. **The Office of Federal Emergency Relief Programs encourages you to review the [ESSER FAQ](#) while making the category determination.**

# Part II: FY 2023 Expenditures

## Part II: Fiscal Year 2023 Expenditures

### CARES ESSER I Expenditures

Report all project expenditures for the period of performance of July 1, 2022 to June 30, 2023. The total you report must equal **(\$7,890.00)** the amount paid during this period according to Maine's Financial System records.

Activities	Total Amount Expended by Activity
<b>Addressing Physical Health and Safety</b>	<b>\$1,622.50</b>
a. Personnel Services - Salaries	1200.00
b. Personnel Services - Benefits	0.00
c. Purchased Professional and Technical Services	350.00
d. Purchased Property Services	0.00
e. Other Purchased Services	0.00
f. Supplies	72.50
g. Property	0.00
h. Debt Service and Miscellaneous	0.00
i. Other Items	0.00
<b>Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)</b>	<b>\$1,622.50</b>
a. Personnel Services - Salaries	1200.00
b. Personnel Services - Benefits	0.00
c. Purchased Professional and Technical Services	350.00
d. Purchased Property Services	0.00
e. Other Purchased Services	0.00
f. Supplies	72.50
g. Property	0.00
h. Debt Service and Miscellaneous	0.00
i. Other Items	0.00
<b>Mental Health Supports for Students and Staff</b>	<b>\$1,622.50</b>
a. Personnel Services - Salaries	1200.00
b. Personnel Services - Benefits	0.00
c. Purchased Professional and Technical Services	350.00
d. Purchased Property Services	0.00
e. Other Purchased Services	0.00
f. Supplies	72.50
g. Property	0.00
h. Debt Service and Miscellaneous	0.00
i. Other Items	0.00
<b>Operational Continuity and Other Allowed Uses</b>	<b>\$1,272.50</b>
a. Personnel Services - Salaries	1200.00
b. Personnel Services - Benefits	0.00
c. Purchased Professional and Technical Services	0.00
d. Purchased Property Services	0.00
e. Other Purchased Services	0.00
f. Supplies	72.50
g. Property	0.00
h. Debt Service and Miscellaneous	0.00
i. Other Items	0.00
<b>Total CARES ESSER I Expenditures</b>	<b>\$6,140.00</b>

## Part II: Fiscal Year 2023 Expenditures

### Section a: by Object Code

✓ [Directions](#)

[CARES ESSER I Expenditures](#)

[CRRSA ESSER II Expenditures](#)

[ARP ESSER III Expenditures](#)

### Section b: by Activity

### Section c: Hiring and Retention

- The total amount expended by activity must total the amount paid during the performance report period.
- Each expense needs to be classified to an object.
- Report expenditures ONLY ONCE in the table.
- Use the most appropriate and specific expenditure category for each expenditure.
- Please note that where each expenditure is reported is **self-selected** and documentation of the expenditure, category, and object should be maintained for future reporting.

# Part II: FY 2023 Expenditures

Activities	Total Amount Expended by Activity
<b>Addressing Physical Health and Safety</b>	<b>\$1,622.50</b>
a. Personnel Services - Salaries	1200.00
b. Personnel Services - Benefits	0.00
c. Purchased Professional and Technical Services	350.00
d. Purchased Property Services	0.00
e. Other Purchased Services	0.00
f. Supplies	72.50
g. Property	0.00
h. Debt Service and Miscellaneous	0.00
i. Other Items	0.00
<b>Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)</b>	<b>\$1,622.50</b>
a. Personnel Services - Salaries	1200.00
b. Personnel Services - Benefits	0.00
c. Purchased Professional and Technical Services	350.00
d. Purchased Property Services	0.00
e. Other Purchased Services	0.00
f. Supplies	72.50
g. Property	0.00
h. Debt Service and Miscellaneous	0.00
i. Other Items	0.00

- Salaries and benefits must be reported separately. An error message will flag that no amount has been entered for benefits.
- The sum of all salaries and benefits for each ESSER program will be used to populate Section c: Hiring and Retention.
- The total of each expenditure category will need to match the totals in Section b: by Activity.

# Part II: FY 2023 Expenditures

## ARP ESSER III Expenditures

Report all project expenditures for the period of performance of July 1, 2022 to June 30, 2023. The total you report must equal **(\$69,990.00)** the amount paid during this period according to Maine's Financial System records.

Activities <i>(Report each expenditure in only one of the two ARP ESSER columns)</i>	Amount Expended on RESERVATION for loss of instruction project(s) <i>(This amount will be exclusive of the amount reported in the remaining column)</i>	Amount Expended on REMAINING ARP ESSER project(s)
<b>Addressing Physical Health and Safety</b>	<b>\$10,207.50</b>	<b>\$7,900.00</b>
a. Personnel Services - Salaries	110.00	500.00
b. Personnel Services - Benefits	0.00	0.00
c. Purchased Professional and Technical Services	10000.00	7000.00
d. Purchased Property Services	0.00	0.00
e. Other Purchased Services	0.00	0.00
f. Supplies	97.50	400.00
g. Property	0.00	0.00
h. Debt Service and Miscellaneous	0.00	0.00
i. Other Items	0.00	0.00
<b>Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)</b>	<b>\$7,000.00</b>	<b>\$10,000.00</b>
a. Personnel Services - Salaries	7000.00	10000.00
b. Personnel Services - Benefits	0.00	0.00
c. Purchased Professional and Technical Services	0.00	0.00
d. Purchased Property Services	0.00	0.00
e. Other Purchased Services	0.00	0.00
f. Supplies	0.00	0.00
g. Property	0.00	0.00
h. Debt Service and Miscellaneous	0.00	0.00
i. Other Items	0.00	0.00
<b>Mental Health Supports for Students and Staff</b>	<b>\$17,220.00</b>	<b>\$997.50</b>
a. Personnel Services - Salaries	220.00	500.00
b. Personnel Services - Benefits	0.00	0.00
c. Purchased Professional and Technical Services	0.00	0.00
d. Purchased Property Services	17000.00	497.50
e. Other Purchased Services	0.00	0.00
f. Supplies	0.00	0.00
g. Property	0.00	0.00
h. Debt Service and Miscellaneous	0.00	0.00
i. Other Items	0.00	0.00
<b>Operational Continuity and Other Allowed Uses</b>	<b>\$17,717.50</b>	<b>\$400.00</b>
a. Personnel Services - Salaries	220.00	400.00
b. Personnel Services - Benefits	0.00	0.00
c. Purchased Professional and Technical Services	0.00	0.00
d. Purchased Property Services	0.00	0.00
e. Other Purchased Services	0.00	0.00
f. Supplies	17497.50	0.00
g. Property	0.00	0.00
h. Debt Service and Miscellaneous	0.00	0.00
i. Other Items	0.00	0.00
<b>Total ARP ESSER III Expenditures</b>	<b>\$52,145.00</b>	<b>\$19,297.50</b>
<b>Total ARP ESSER III Expenditures (\$71,442.50) is not equal to Maine Financial System</b>		

Activities <i>(Report each expenditure in only one of the two ARP ESSER columns)</i>	Amount Expended on RESERVATION for loss of instruction project(s) <i>(This amount will be exclusive of the amount reported in the remaining column)</i>	Amount Expended on REMAINING ARP ESSER project(s)
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- In the ARP Project Expenditures there is an additional column, which requires:
  - Total Amount **Expended toward required set-aside to address learning loss**
    - this amount will be exclusive of the amount reported in the preceding column;
    - report each expenditure in only one of the two ARP ESSER columns
- The total amount expended by activity (**sum of the two columns**) must total the amount paid during the performance report period according to Maine's Financial System records.

# FY 23 Report: Expenditures and Uses

Please Note: For July 1, 2022 - June 30, 2023

- SAUs will need to provide the amount of the SAU expenditures by ESSER Subgrant fund and activity (i.e.. Building and facilities upgrades and maintenance, Assistance with meals for students, cleaning and/or sanitization supplies) not category

**Preview Question:** Provide the amount of the LEA expenditures by ESSER Subgrant fund and activity for the reporting period?

See [page 46](#) for more information.

	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER
Activity	Total Amount Expended by Activity	Total Amount Expended by Activity	Total Amount Expended by Activity
<b>Improving Physical Health and Safety</b>			
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 and to support social distancing and from			
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			
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			



# Part II: by Activity



## Part II: Fiscal Year 2023 Expenditures

### Section a: by Object Code

✓ [Directions](#)

[CARES ESSER I Expenditures](#)

[CRRSA ESSER II Expenditures](#)

[ARP ESSER III Expenditures](#)

**[Section b: by Activity](#)**

[Section c: Hiring and Retention](#)

Please note:

- Activities are different in each expenditure category.
- This section will help indicate spending by activity for all ESSER funding.
- The total of each expenditure category will need to match the totals in Section A: by Object Code.

## Part II: Fiscal Year 2023 Expenditures

### b. Expenditures by Activity

Provide the amount of the SAU expenditures by ESSER Subgrant fund and activity for fiscal year 2023 (July 1, 2022 to June 30, 2023). The total amount reported for activities below must total the amount reported by category above in Part II. Section a. For ARP ESSER III, the categories should be equal to the sum of both columns of ARP ESSER III in Part II. Section a.

Report any expenditure ONLY ONCE in the table below. Please use the most appropriate and most specific applicable activity for each expenditure.

	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
<b>Addressing Physical Health and Safety</b>	<b>\$1,972.50</b>	<b>\$9,495.00</b>	<b>\$17,497.50</b>
a. Building and facilities upgrades and maintenance, including ventilation systems and new construction	1972.50	9495.00	17497.50
b. Assistance with meals for students	0.00	0.00	0.00
c. Cleaning and/or sanitization supplies	0.00	0.00	0.00
d. Temporary classroom space to support social distancing	0.00	0.00	0.00
e. Temporary or additional transportation services to support social distancing to and from school	0.00	0.00	0.00
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	0.00	0.00	0.00
g. Other health protocols not listed above 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	0.00	0.00	0.00

# Part II: Hiring and Retention



Part II: Fiscal Year 2023 Expenditures

Section a: by Object Code

✓ Directions

[CARES ESSER I Expenditures](#)

[CRRSA ESSER II Expenditures](#)

[ARP ESSER III Expenditures](#)

Section b: by Activity

**Section c: Hiring and Retention**

## c. Hiring and Retention of Specific Positions

The amounts below are self-reported in the salaries and benefits of Part II: Fiscal Year 2023 Expenditures, section a. Expenditures by Object Code:

	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
Addressing Physical Health and Safety	\$1,200.00	\$8,000.00	\$610.00
Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	\$1,200.00	\$8,000.00	\$17,000.00
Mental Health Supports for Students and Staff	\$1,200.00	\$8,000.00	\$720.00
Operational Continuity and Other Allowed Uses	\$1,200.00	\$8,000.00	\$620.00
Subgrant Total:	\$4,800.00	\$32,000.00	\$18,950.00
Grand Total:		\$55,750.00	

Indicate the total **AMOUNT** of ESSER funds that supported these specific positions. Support indicates salaries and/or benefits that were partially or fully paid with any of the ESSER funds.

Total amount expended on:	Specific Positions
1550.00	Special educators and related service personnel
8400.00	Paraprofessionals
0.00	Bilingual or English as a second language educators
9950.00	School counselors, school psychologists and/or social workers
9950.00	Nurses
0.00	Short term contractors
17497.50	Classroom educators, not covered by previous categories
1550.00	Support personnel, not covered by previous categories
8400.00	Administrative staff, not covered by previous categories

# Part II: Hiring and Retention



The [Year 4 ESSER Annotated Form](#), Supplement A has definitions of staff categories

<b>Staff Categories</b>	
Special educators and related service personnel	Special education teachers, paraprofessionals, and personnel employed and contracted to provide related services for children with disabilities including but not limited to Audiologists, Speech-language pathologists, Interpreters, Psychologists, and Social workers.
Paraprofessionals	Staff members assigned to assist a teacher with routine activities associated with teaching, i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment and clerking.
Bilingual or English as a second language educators	Teachers that provide ESL instruction or bilingual education. Other non-teaching positions should not be included in this count.
School counselors, school psychologists and/or social workers	School counselors are defined as professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development. School psychologists are defined as Professional staff member who provides direct and indirect support, including prevention and intervention, to evaluate and address student's intellectual development, academic success, social-emotional learning, and mental and behavioral health.
Nurses	Staff that are credentialed to provide nursing services. For example, registered nurses (RNs), licensed practical nurses (LPNs), and certified nursing assistants (CNAs) should be considered "Nurses".
Short term contractors	Any non-permanent staff with a limited and specified employment duration. Examples of short-term contractors may include but are not limited to cleaning personnel contracted to disinfect schools during a school year that are not permanent employees of the LEA and mental health personnel contracted to provide services during a summer break that are not permanent employees of the LEA.
Classroom educators, not covered by previous categories	Teachers or other staff that provide classroom instruction that are not covered by previous categories.
Support personnel, not covered by previous categories	All other support staff not reported in instructional or student support including but not limited to plant and equipment maintenance, bus drivers, security, and food service workers.
Administrative staff, not covered by previous categories	Staff members providing direct support to LEA administrators, business office support, data processing, secretarial and other clerical staff; staff implementing software solutions and staff providing hardware and software maintenance and data user support.

# Part III: Reservation



Amount established by the Reservation projects in the ARP application	\$117,400.11
Amount established by the self-reported expenses in Part II: Fiscal Year 2023 Expenditures, section a. Expenditures by Object Code	\$19,297.50

1. Provide the **amount** expended on each of the activities or interventions listed below:

Activities or Intervention	Amount Expended
a. Summer learning or summer enrichment	995.0
b. Afterschool program	2000.0
c. Extended instructional time (school day, week, or year)	0.0
d. Tutoring	10000.0
e. Additional classroom teachers	5000.0
f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	0.0
g. Other additional staffing and/or activities to assess and support mental health needs for students, educators and/or families	0.0
h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	0.0
i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.	0.0
j. 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 foster care services	0.0
k. Early childhood programs	0.0
l. Curriculum adoption and learning materials	0.0
m. Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	0.0
n. Other (Please specify):	0.0

2. Please describe how the activities or interventions **supported above** address the disproportionate impact of COVID-19 on each listed underserved student groups, including

- each major racial and ethnic group,
- children from low-income families,
- children with disabilities,
- English learners,
- migratory students,
- students experiencing homelessness,
- youth in foster care, and
- other groups disproportionately impacted by the pandemic.

This section contains:

- A self-reported amount for learning loss (reservation) projects is pre-populated.
- The total amount expended for all interventions must match the self-reported amount.
- A response to how the activities or interventions are supporting each of the underrepresented groups is required.

# FY 2023: Learning Loss Reservation

Please Note: For July 1, 2022 to June 30, 2023

- SAUs must provide expenditure detail (the amount expended by activity) rather than marking Y/N

**Preview Question:** 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 COVID-19 pandemic?

See [page 38](#) for more information.

Methods/Intervention	(Dates, the 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 <b>unique</b> account 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 within each student group that <b>participated</b> in this activity: Eligible refers to students within the student group who meet eligibility criteria for participation, such as _____ to the appropriate grade for the activity.		
	Student Group	# Enrolled eligible students at LEA in subgroup	# Eligible students in subgroup participating
	(Note, the total unique account does not need to equal the sum of rows above, as a student is counted in multiple rows)		
	a. Student 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		
	j. Hispanic/Latino		
	k. Native Hawaiian or Other Pacific Islander		
	l. White		
	m. Two or more races		
	n. Other student subpopulation (Please specify):		

# Part IV: Participation



## 1. Evidence-based summer learning or summer enrichment programs offered?

- Yes
- No

1.1: Is this program available to **ALL** students?

- No, indicate the number of students this program serves at full capacity:
- Yes

1.2: Total unique headcount of students that **participated** in this activity:

1.3: Indicate the number of students from each student group enrolled in this activity below:

Student Group <small>(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.)</small>	# Enrolled <b>eligible</b> Students at SAU in subgroup <small>*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</small>	# Eligible students in subgroup <b>participating</b>
a. Students with one or more disabilities	<input type="text" value="4"/>	<input type="text" value="0"/>
b. Low-income students	<input type="text" value="0"/>	<input type="text" value="0"/>
c. English learners	<input type="text" value="0"/>	<input type="text" value="0"/>
d. Students in foster care	<input type="text" value="0"/>	<input type="text" value="0"/>
e. Migratory students	<input type="text" value="0"/>	<input type="text" value="0"/>
f. Students experiencing homelessness	<input type="text" value="0"/>	<input type="text" value="0"/>
g. American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>
h. Asian	<input type="text" value="0"/>	<input type="text" value="0"/>
i. Black or African American	<input type="text" value="0"/>	<input type="text" value="0"/>
j. Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
k. Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>
l. White	<input type="text" value="0"/>	<input type="text" value="0"/>
m. Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>
n. Other student subpopulation (Please specify): <input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

How did the LEA use ESSER funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID19 pandemic?

- Mark Yes or No to each activity below; if an activity was offered by the LEA, additional information will be requested.

- #1: Summer learning/enrichment
- #2: Afterschool programming
- #3: Extended instructional time
- #4: High dose tutoring
- #5: Early childhood programming

# Part V: Demographics



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.

Student Group	Count Enrolled Students
a. Students with one or more disabilities	<input type="text" value="75"/>
b. Low-income students	<input type="text" value="120"/>
c. English learners	<input type="text" value="40"/>
d. Students in foster care	<input type="text" value="0"/>
e. Migratory students	<input type="text" value="0"/>
f. Students experiencing homelessness	<input type="text" value="8"/>
g. American Indian or Alaska Native	<input type="text" value="3"/>
h. Asian	<input type="text" value="2"/>
i. Black or African American	<input type="text" value="1"/>
j. Hispanic/Latino	<input type="text" value="2"/>
k. Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
l. White	<input type="text" value="630"/>
m. Two or more races	<input type="text" value="7"/>
n. Other student subpopulation (Please specify): <input type="text"/>	<input type="text" value="0"/>
<b>Total Unique Headcount of Enrolled Students</b> (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.)	<input type="text" value="600"/>

# Part VI: Funds Supported

## a. Maintaining Safe In-Person Instruction

1. Did the SAU expend ESSER funds on any of the items below in FY 23 (July 1, 2022 to June 30, 2023)? Mark 'YES' only if ESSER funds were expended on the activity. Otherwise mark 'NO'

Expenditures:	Yes	No
a) provide vaccinations to educators, other staff, and students, if eligible	<input checked="" type="radio"/>	<input type="radio"/>
b) support universal and correct wearing of masks	<input checked="" type="radio"/>	<input type="radio"/>
c) physical distancing (e.g., including use of cohorts/podding)	<input checked="" type="radio"/>	<input type="radio"/>
d) screen testing to promptly identify cases, clusters, and outbreaks	<input checked="" type="radio"/>	<input type="radio"/>
e) improve ventilation or HVAC systems	<input checked="" type="radio"/>	<input type="radio"/>
f) promote handwashing and respiratory etiquette	<input checked="" type="radio"/>	<input type="radio"/>
g) stay home when sick and get tested	<input checked="" type="radio"/>	<input type="radio"/>
h) support contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<input checked="" type="radio"/>	<input type="radio"/>
i) Cleaning and disinfection	<input checked="" type="radio"/>	<input type="radio"/>

## b. Internet Access

2. Did the SAU use ESSER to provide home Internet access for any students in FY 23 (July 1, 2022 to June 30, 2023)? Mark 'YES' only if ESSER funds were expended on the activity. Otherwise mark 'NO'.

	Yes	No
Mobile hotspots with paid data plans	<input checked="" type="radio"/>	<input type="radio"/>
Internet connected devices with paid data plans	<input type="radio"/>	<input checked="" type="radio"/>
SAU paid for the cost of home Internet subscription for student	<input type="radio"/>	<input checked="" type="radio"/>
District provides home Internet access through a district-managed wireless network	<input type="radio"/>	<input checked="" type="radio"/>
Other (Please specify):	<input type="radio"/>	<input checked="" type="radio"/>
<input type="text"/>		

## c: Reengaging Students

3. Did the SAU seek to reengage students with poor attendance or participation in FY 23 (July 1, 2022 to June 30, 2023)?

	Yes	No
Direct outreach to families	<input checked="" type="radio"/>	<input type="radio"/>
Engaging the school district homeless liaison	<input checked="" type="radio"/>	<input type="radio"/>
Partnering with community-based organizations	<input checked="" type="radio"/>	<input type="radio"/>
Offering home internet service and/or devices	<input checked="" type="radio"/>	<input type="radio"/>
Implementing new curricular strategies to improve student	<input checked="" type="radio"/>	<input type="radio"/>
Offering credit recovery and/or acceleration strategies	<input checked="" type="radio"/>	<input type="radio"/>
Other (Please specify):	<input type="radio"/>	<input checked="" type="radio"/>
<input type="text"/>		

This part has Yes/No responses:

## Did the SAU expend ESSER funds

III. on items related to safe in-person instruction?

IV. to provide home internet access?

V. to reengage students with poor attendance?

Please note:

- Every question must have a response (Yes or No)
- If yes is selected under Other you will need to specify



# Part VII: School Resources

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Did the SAU allocate some portion of ESSER funds to schools in this reporting period? Note: ESSER refers to CARES ESSER I, CRRSA ESSER II, and ARP ESSER III funds and includes both mandatory subawards

## [How did this LEA allocate ESSER funds?](#)

- Mark 'Y/N' to indicate whether the criteria was used to allocate ESSER funds to schools. For example, if the LEA allocated funds using a weighted formula of total number of enrollments and total number of enrolled students with disabilities, the SAU should mark 'Y' to rows a and b.

# Part VIII: FTE Positions

Provide the number of full-time equivalent (FTE) positions.

- **Full-Time Equivalent (FTE)** is the amount of time per week spent on an activity divided by the amount of time per week normally considered as full-time for that activity. **FTE should be expressed as a decimal to the nearest tenth.**
- The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds-and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.

To calculate the number of FTE staff members in each category, determine the number of hours that each staff member in that category works in a week. Add these numbers together and divide the total by the number of hours that represents "full time" to get the FTE number for that staff category.

<b>Example:</b>	35-hour week = 1.0 FTE 7 educational technicians each work 10 hours per week total number of hours worked is 7 ed techs X 10 hours = 70 hours 70 hours / 35 hours = 2.0 FTE for educational technicians
-----------------	--

1. Provide the number of FTE (expressed as a decimal to the nearest tenth) for the SAU as of:

10/1/2018	10/1/2019	4/1/2020	10/1/2020	10/1/2021	10/1/2022
75.0	75.0	75.0	75.0	75.0	75.0

- Full-Time Equivalent (FTE) is **the amount of time per week spent on an activity divided by the amount of time per week normally considered as full-time for that activity.**
- FTE should be expressed as a **decimal to the nearest tenth.**
- The number of FTE positions includes all staff **regardless of whether the position is funded by Federal, State, local, or other funds** and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.

Please note that many of the dates are October; however, there is ONE April date to determine pre-Covid positions. Also, October 2023 will be added.

# FY 2023: FTE Positions

School Name (within LEA)	Count by Staff Type (rounded to nearest tenth)	FTE
Pre-populated	Staff type	
	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	

Please Note: 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.

**Preview Question:** Please provide the count of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of September 30, 2021?

See [page 28](#) for more information.

# Part VIII: FTE Positions



2. Provide the number of FTE staff assigned to serve **each school** in this LEA, regardless of funding source, as of October 1, 2022.

*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 2022-23 school year*

**Count FTE by Staff Type (to the nearest tenth) at each school as of October 1, 2022**

School Name (within LEA)	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
Pine Mt Elementary	<input type="text" value="2.0"/>	<input type="text" value="0.5"/>	<input type="text" value="0.5"/>	<input type="text" value="1.0"/>
Pine Valley High School	<input type="text" value="4.0"/>	<input type="text" value="1.0"/>	<input type="text" value="1.5"/>	<input type="text" value="2.0"/>
Pine Valley Elementary School	<input type="text" value="1.5"/>	<input type="text" value="0.5"/>	<input type="text" value="0.5"/>	<input type="text" value="0.5"/>
Pine Valley Middle School	<input type="text" value="3.0"/>	<input type="text" value="0.5"/>	<input type="text" value="1.0"/>	<input type="text" value="1.0"/>
Pine Island Primary	<input type="text" value="0.5"/>	<input type="text" value="0.5"/>	<input type="text" value="0.5"/>	<input type="text" value="0.5"/>
Pine Island Middle School	<input type="text" value="3.0"/>	<input type="text" value="0.5"/>	<input type="text" value="1.0"/>	<input type="text" value="1.0"/>

This question will require

- SAUs to provide the count of FTE by staff type indicated. (ie. Special education, nurses, ELL) assigned to serve each school, regardless of funding source.
- For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served.
- The schools within the SAU will be pre-populated.

Please note:

- Supplement A in the [Year 4 ESSER Annotated Form](#) has
- definitions of staff type

# Part IX: Planned Uses

## b.Planned Uses

The SAU allocation, a total of prior reporting expenditures, a total of current reporting expenditures (which aligns to the information provided above), and an auto-calculated remaining balance is provided below

	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
Allocation	\$68,738.24	\$568,738.24	\$560,000.56
Prior Reporting Expenditures	\$47,551.56	\$230,723.03	\$175,250.54
Current Reporting Expenditures	\$6,140.00	\$36,380.00	\$71,442.50
Remaining Funds ( as of July 1, 2022 )	\$15,046.68	\$301,635.21	\$313,307.52

\*Typo being fixed

1. What are the SAU's planned uses of remaining ESSER subgrant funds?

Provide the **percentage (%) of remaining funds** planned for the below expenditure categories. All categories must sum to 100% of remaining ESSER subgrant funds.

	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
<b>% Remaining Funds Planned for:</b>			
Addressing Physical Health and Safety	<input type="text" value="25"/> %	<input type="text" value="50"/> %	<input type="text" value="0"/> %
Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	<input type="text" value="25"/> %	<input type="text" value="0"/> %	<input type="text" value="0"/> %
Mental Health Supports for Students and Staff	<input type="text" value="25"/> %	<input type="text" value="50"/> %	<input type="text" value="0"/> %
Operational Continuity and Other Allowed Uses	<input type="text" value="25"/> %	<input type="text" value="0"/> %	<input type="text" value="75"/> %
Not Yet Planned for Specific Use	<input type="text" value="0"/> %	<input type="text" value="0"/> %	<input type="text" value="25"/> %
Percent of Planned Use <i>(included only in data entry)</i>	100%	100%	100%

## Prior Reporting Expenditures:

- Reimbursements prior to June 30, 2022

## Current Reporting Expenditures:

- Reimbursements from July 1, 2022 to June 30, 2023

## Remaining Funds:

- As of July 1, 2023

# Part X: SAU Plans

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

2. Has the *Plan for Safe Return to In-Person Instruction and Continuity of Services* been reviewed and revised, if applicable, in the last six months?

	Yes	No	Date of plan publicly available
Reviewed in the last six months	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="1/1/20"/>
Revised in the last six months	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="1/1/22"/>

3. Provide the URL of the publicly available *Use of Funds Plan*:

4. Has the *Use of Funds Plan* been reviewed and revised, if applicable, in the last six months?

	Yes	No	Date of plan publicly available
Reviewed in the last six months	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="1/1/20"/>
Revised in the last six months	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="1/1/22"/>

5. Each recipient of a federal grant under the Elementary and Secondary Education Act (ESEA) of 1965 must display, in a public place, the hotline contact information of the US Department of Education Office of the Inspector General (ED OIG) to ensure that any individual who observes, detects, or suspects improper use of taxpayer funds can report such improper use. More information available at <https://mailchi.mp/maine/cu5lemq6y0-1326940?e=0f97f56869> Please provide the URL of the fraud, waste and abuse information that is posted on your SAU website.



This part will request active links to the publicly available:

- ARP Use of Funds plan and
- ARP Safe Return to In-Person Instruction plan.

These plans are required to be reviewed, and updated if applicable, every six months.

*\*Both plans must be continuously available to the public until 9/30/24.*

*Please note that this information is used to populate the SAU Spending and Instruction Plans on the OFERP website.*

**Addition:** Fraud, Waste and Abuse URL is being requested per our U.S. Department of Education monitoring visit.

# Part XI: Davis-Bacon Requirements

Federally funded remodeling, renovation, and new construction must comply with applicable Uniform Guidance requirements, Davis-Bacon prevailing wage requirements, and all of the Department's applicable regulations regarding construction at 34 CFR § 76.600 and § 75.600-75.618. Davis-Bacon Act is administered by the U.S. Department of Labor and provides information. Briefly, SAUs must include language regarding prevailing wages in contracts, check that a Davis-Bacon poster is posted on the work site, monitor wages paid to labor hired by contractors and subcontractors, make sure anyone receiving apprenticeship wages on site are enrolled in a qualified apprenticeship program.

If the State prevailing wage applies to SAU construction/renovation projects,

- The SAU must obtain from DOL a schedule of prevailing wages and benefits for the project (26 MRS § 1306);
- The SAU must include the schedule in bid documents (26 MRS §1306);
- The contract with the contractor must include a provision that the contractor and all subcontractors will pay the state prevailing wages and benefits (26 MRS § 1309);
- The contractor and subcontractors must post a statement of the prevailing wages and benefits at the job site (26 MRS §1310);
- The contractor and subcontractors must keep records as required by 26 MRS § 1311;
- The contractor and subcontractors must require that "craft workers" have completed 10 hours of construction safety training (26 MRS § 1317).

For projects that are funded in whole or part by federal funds and subject to the Davis-Bacon Act, the state prevailing wage and benefits do not apply (26 MRS § 1314). By checking yes, the SAU attests that it is aware and implementing the requirements of Davis-Bacon for approved repairs, improvements, and construction supported with ESSER funds.

- Yes
- No

- An LEA that uses ESSER or GEER funds for minor remodeling, renovation, repair, or construction contracts over \$2,000 must meet all Davis-Bacon prevailing wage requirements (see next slide).
- See [B-7 in the ESSER FAQs](#) (Updated December 7, 2022)

# Submission

DATA ENTRY SUBMISSION LOG OUT

Contact person: James Rideout, Pine RSU



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**1<sup>st</sup>** - On the **Data Entry Menu**, check to be sure that all sections have Black Checkmarks and the blue messaging at bottom of the page indicates completion.

**2<sup>nd</sup>** - Go to the **Submission page** and enter application coordinator's password. A red message will appear at the top of the page when the PR has been submitted. This is the same process for resubmissions.

DATA ENTRY SUBMISSION LOG OUT

Project Contact: James Dean, Pine RSU



Submission page for ESSER Performance Report

[View completed ESSER Performance Report:](#)

[Download ESSER Performance Report for Viewing](#)

The ESSER Performance Report has been reopened.

The ESSER Performance Report is not approved.

## PERFORMANCE REPORT RE-SUBMISSION PAGE

Pine RSU's performance report for ESSERF Performance Report has been revised and is ready to be re-submitted.

ESSERF Performance Report Coordinator: Enter your password into the box below, then click the button that reads Re-submit Performance Report for Review.

Enter your password:



# Q & A

Please unmute yourself or use the chat to ask questions!



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