

OFERP Training 10/06/2022

Thursday, October 6, 2022 – 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
- Robert Palmer, Procurement Analyst
- Deanna Roberge, Management Analyst
- Rebecca Mitchell, Management Analyst
- Terri Beal, Contracted Invoice Reviewer

Office Hours

The Office of Federal Emergency Relief Programs (OFERP) hosts a monthly office hour on the **1st Thursday of every month at 9:00am.**

[Registration Link](#)

Today's Topics and Objectives

Today's **topics** include:

- Liquidation of CARES funding
- Liquidation Extension
- Strategic Planning
- Invoice Timeline Reminder
- MOEquity
- Subgrant Opportunities
- Needs Analysis Survey

Today's **objective** include:

- Gain additional information about Federal Relief timelines, process for modifications, and subgrant opportunities.

Emergency Relief Timeline

	Funds obligated by:	Submit reimbursement requests to Maine DOE by:
CARES ESSER I	September 30, 2022	December 30, 2022
CRRSA ESSER II	September 30, 2023	December 30, 2023
ARP ESSER III	September 30, 2024	December 30, 2024

CARES ESSER I is in the Liquidation Period

2 CFR § 200.343(b) Liquidation

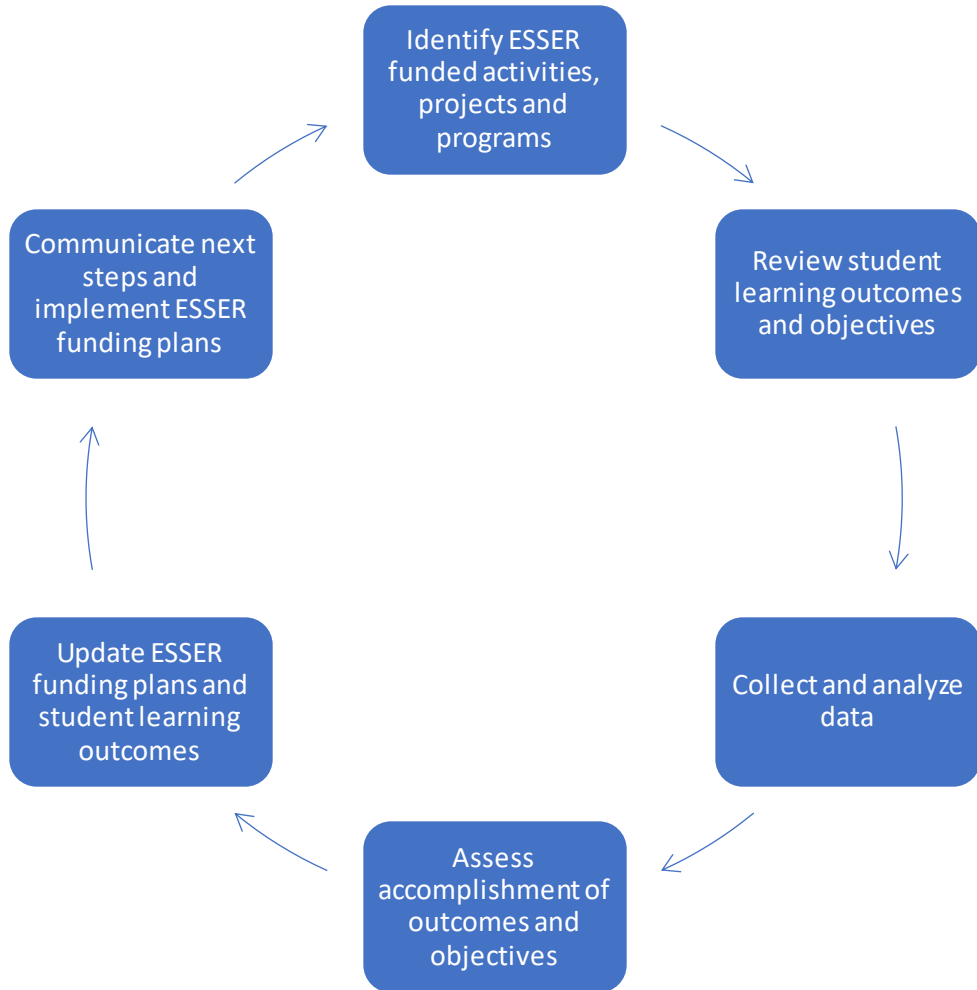
The drawing down and expenditure of funds by grantee for obligations incurred during the grant's legal obligation period. Timely liquidation occurs during the legal obligation period on and through the first 120 days after the final day of that period or an extension of the period by U.S. Department of Education.

Liquidation Extension Update

- The U.S. Department of Education released a Liquidation Extension Request template on Thursday, September 29, 2022 for grantees (Maine DOE)
- A grantee may request a liquidation extension on behalf of itself and any associated subrecipients (Maine SAUs)
- Grantees should use both discretion and oversight in their inclusion of subrecipient within this request {...} collect sufficient documentation to support the liquidation extension requests of its subrecipients that are included within the liquidation extension request.
- Additional training, support and guidance is being provided to grantees

Subrecipient or LEA Name	UEI	Allocation Total	Amount Obligated as of 09/30/2022 or Date of Data Finalization Selected by Grantee	Amount Liquidated as of 9/30/22 or Date of Data Finalization Selected by Grantee	% Liquidated as of 09/30/2022 or Date of Data Finalization Selected by Grantee	Balance Remaining as of 09/30/2022 or Date of Data Finalization Selected by Grantee	Amount of Obligated Funds Necessitating Extension	Use of Funds	Justification	Other Subrecipient-Specific Data Notes
<p><i>For state-specific questions on reporting subgrantee names/requests please contact the appropriate program officer by submitting the question to the State mailbox (STATEOES@ed.gov). An example where this may be necessary might include consolidated LEAs.</i></p> <p><i>These should be permanent UEIs, not temporary designations assigned for reporting by APR due dates. All subrecipients must have a permanent UEI.</i></p> <p><i>A total will be tabulated in Cell C1508 on the Subrecipient tab. If submitted prior to 9/30/22, the date should indicate the date selected on the Grantee Request Overview tab</i></p> <p><i>This may be reported by the subrecipient or collected from the State's grants management system. Collection method and dates should be consistent across subrecipients.</i></p> <p><i>A total will be tabulated in Cell E1508 on the Subrecipient tab.</i></p> <p><i>This should populate automatically when allocation totals and amounts liquidated are entered and should display as a percentage.</i></p> <p><i>Date used should be consistent with date selected on the Grantee Overview Request tab</i></p> <p><i>This should populate automatically based on the allocation total and amount liquidated.</i></p> <p><i>A total will be tabulated in Cell G1508 on the Subrecipient tab.</i></p> <p><i>This should populate automatically based on the amount obligated and the amount liquidated by the specified date.</i></p> <p><i>It should not be assumed that the amount requested and balance remaining should equal. The liquidation request amount must be aligned to specific projects or contracts and based on obligations completed.</i></p> <p><i>A total will be tabulated in Cell H1508 on the Subrecipient tab and will populate the Total Subrecipient Request on the Grantee Request Overview tab.</i></p> <p><i>Examples might include: construction contract(s), HVAC contract(s), instructional services contract(s), delayed materials/supplies, or for other allowable uses.</i></p> <p><i>All funds included in the request for extension must be properly obligated by September 30, 2022 and for allowable uses. Requests must be aligned to particular projects or specific circumstances at the subrecipient level.</i></p> <p><i>Provide explanation for funds that may not be liquidated by the end of the statutory liquidation period (1/28/23) based on the uses of funds listed in column I.</i></p> <p><i>Needing more time to expend funds is not an adequate reason or justification for a liquidation extension request.</i></p> <p><i>The justification to substantiate an independent request will be reviewed consistent with State and Federal oversight practices.</i></p> <p><i>This column is available for any additional information the grantee or subrecipient may want to include regarding data outliers or other associated/applicable information.</i></p> <p><i>The approval of the State's request is not dependent upon the addition of notes for every subrecipient/LEA during the request and approval process.</i></p>										

ESSER Progress Monitoring



As the new school year begins, now is the time to review past ESSER objectives and learning outcomes in relation to ESSER funded activities, project and programs.

ESSER Investment

	Investment	Major Cost Factors	Estimated # Students Served	Cost Per Participating Student	Desired Outcomes — Estimated Effectiveness (High/Med/Low)	Risks
A	Tutoring 1-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	308 students (Highest-needs students?)	$\$1,000,000/308 =$ \$3,240	Math and reading scores increase? Grades increase? — Promising?	Some students may not attend; no peer interaction; difficulty hiring tutors
B	Tutoring 4-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	1,232 max			
C	Adding specialists staff to schools	\$100,000 per FTE = 1 per school	4,000	\$250		
D	High school recovery courses	Summer provider costs \$875/student		\$875		
E	Length of school day 20 minutes/day	\$3,600 stipend for all certificated staff	4,000	\$250		
F	PD & planning time Teachers paid extra for SEL – one week before school starts plus 10 half-days	\$3,600 stipend for all certificated staff	4,000	\$250		

USDE is encouraging SAUs dot assess current investments and their expected outcomes and risks to finalize spending plans and do the most for students especially for the ARP ESSER 20% Reservation to use of evidence-based interventions to address lost instructional time.

ESSER Application Changes

- U.S. Department of Education suggest a four-part framework for analyzing ESSER spending:
 - Is the use of funds intended to **prevent, prepare for, or respond to the COVID-19 pandemic**, including its impact on the social, emotional, mental health, and academic needs of student?
 - Does the use of funds fall under one of the **authorized used** of funds?
 - Is the use of funds permissible under the **Uniform Administrative Requirement, Cost Principles and Audit Requirements for Federal Awards** (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ESSER award?
 - Is the spending aligned with **meaningful stakeholder consultation and SAU priorities?**

ESSER Invoice Timeline

Please note that the timeline for reimbursement is:

- 5-10 business days for OFERP initial invoice review
- 7-25 business days for DAFS to process invoice payment
- 3-10 business days for reimbursement checks to be mailed

Total: **15-45 business days** from invoice submission to reimbursement check receipt.

Maintenance of Equity (MOEquity)

- Fiscal and staffing equity requirements in ARP ESSER
- One-on-one technical assistance is being provided
- Resources and Tool available at our [website](#)

List of non-excepted SAUs:

Auburn Public Schools	RSU 10	RSU 52
Augusta Public Schools	RSU 13	RSU 54
Bangor Public Schools	RSU 14	RSU 57
Gorham Public Schools	RSU 15	RSU 60
Lewiston Public Schools	RSU 16	RSU 61
Portland Public Schools	RSU 17	RSU 71
RSU 1	RSU 18	RSU 75
RSU 2	RSU 21	RSU 79
RSU 3	RSU 22	Saco Public Schools
RSU 5	RSU 38	Sanford Public Schools
RSU 6	RSU 40	Scarborough Public Schools
RSU 9	RSU 49	Westbrook Public Schools

By **December 31**, an SEA must publish the following LEA-level maintenance of equity data for each LEA not excepted:

- a) The per-pupil amount of funding for each high poverty school in the LEA in FYs 2021 and 2022
- b) The per-pupil amount of funding in the aggregate for all schools in the LEA, on a districtwide basis or by grade span, in FYs 2021 and 2022
- c) The per-pupil number of full-time-equivalent (FTE) staff (which may be indicated as the number of students per FTE staff) for each high-poverty school in the LEA in FYs 2021 and 2022
- d) The per-pupil number of FTE staff (which may be indicated as the number of students per FTE staff) in the aggregate for all schools in the LEA, on a districtwide basis or by grade span, in FYs 2021 and 2022
- e) Whether the LEA did not maintain equity for any high-poverty school in FY 2022

Transparency about MoEquity

SAUs are encouraged to make MoEquity data and information publicly available on their websites to ensure that parents, families, local communities, and other educational stakeholders are aware of how SAUs are maintaining equity for their high poverty schools.

See MoEquity FAQ Q34 p. 23

Each LEA should consider making publicly available data and information such as:

1. Which schools are identified as high-poverty schools in the LEA and demographic information for each such school compared to the entire LEA;
2. The per-pupil amount of funding for each high-poverty school in the LEA in FYs 2021, 2022 and 2023;
3. The per-pupil amount of funding in the aggregate for all schools in the LEA in FYs 2021, 2022 and 2023;
4. The per-pupil number of FTEs for each high-poverty school in the LEA in FYs 2021, 2022 and 2023;
5. The per-pupil number of FTEs in the aggregate for all schools in the LEA in FYs 2021, 2022 and 2023; and
6. Whether the LEA did not maintain equity for any high-poverty school in FY 2022 or 2023.

Subgrants to Support Additional Needs

Subgrant opportunity for eligible school administrative units (SAUs) to apply for additional funding to support the needs of students actively experiencing homelessness and/or multilingual learners who have been impacted by the pandemic.

The purpose of the funding is to:

- Provide supports and services for students experiencing homelessness, and to engage with families and prepare staff to meet the unique needs of these students and their families; and
 - Provide English for Speakers of Other Languages (ESOL) services, engage with families, and prepare staff to meet the unique needs of multilingual learners and their families.
- ❖ View specific SAU allocations on our [website](#)
 - ❖ Application is available on 4pcmaine.org
 - ❖ The subgrant funding can cover unexpected expenses incurred to support students experiencing homelessness and/or multilingual learners related to preventing, preparing for, or responding to the COVID-19 pandemic from October 1, 2021 to September 30, 2023.
 - ❖ More information available at <https://mailchi.mp/maine/cu5lemq6y0-1325223>

Computer Science Mobile Labs

Governor Mills announced the launch of a new initiative that will provide every Maine public school with free mobile computer science labs.

The effort, funded through the Governor's Emergency Education Relief Fund, will enable all Maine students to access high-quality learning experiences that provide real-world training in robotics, programming, augmented and virtual reality, coding, and hardware.

- ❖ Applications were due on September 30, 2022
- ❖ The subgrant funding must be invoiced by December 1, 2022
- ❖ More information available at <https://mailchi.mp/maine/cu5lemq6y0-1325151?e=%5bUNIQID%5d>

Family/Community Needs Analysis Survey

The Maine Department of Education (DOE) is inviting all families to participate in our “Family and Community Needs Analysis Survey” by October 14th, 2022.

- The survey responses are confidential, and names of respondents will be anonymous.
- Participation in the survey is completely voluntary.
- This survey will ask family members questions about how COVID-19 has impacted the learning and development of their children and youth.
- The survey is designed to be completed within 15 minutes.

The survey responses will be used to identify additional projects and initiatives that the federal Elementary and Secondary School Emergency Relief (ESSER) funds may be used to support. The ESSER funding can support activities and interventions that respond to students’ academic, emotional, aspirational, and social needs while addressing the impact of COVID-19. Please take some time to complete the anonymous survey [here](#).

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
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Federal Fiscal Coordinator	Procurement Analyst	Management Analyst	Management Analyst	Contracted Invoice Reviewer
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Q & A

Please unmute yourself or use the chat to ask questions!

