

# **OFERP Training-Office Hours**

## **02/02/2023**

**Thursday, February 2, 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, Contracted Invoice Reviewer

# Today's Topics and Objectives

Today's **topics** include:

- Friendly Reminders
- Disposition of Federally Funded Purchases
- New Procedures – ARP invoice overages
- Preparation for 2023 monitoring
- Meetings re: construction projects

Today's **objective**:

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

# Updated ESSER FAQs

The December 7th document is an update to the May 2021 FAQs. Twenty-seven new FAQs and updates to eight of the existing FAQs were added to provide more robust information for grantees.

New items are marked “***New December 7, 2022***”

Updated items are marked “***Updated December 7, 2022***”

Link to Updated ESSER FAQs-December 7, 2022:

<https://oese.ed.gov/files/2022/12/ESSER-and-GEER-Use-of-Funds-FAQs-December-7-2022-Update.pdf>

# 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 menubar and submit and certify this application.

Please update and complete the follow 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

# Disposition of Federally Funded Purchases

Disposition is the process of transferring, donating, or selling supplies, equipment, and/or real property that are no longer needed for a federally funded project.

Supplies	Equipment	Real Property
Any tangible property that does not fall under the definition of equipment	Any tangible property, including information technology systems, having a: <ul style="list-style-type: none"><li>• useful life of more than one (1) year and;</li><li>• per-unit acquisition cost that equals or exceeds \$5,000</li></ul>	Land, including land improvements, structures and appurtenances thereto, but excludes moveable machinery and equipment

## Using Supplies, Equipment and Real Property

Supplies	Equipment	Real Property
If the residual inventory of unused supplies is less than \$5,000 in total aggregate value, the supplies may be used: if they are needed whether or not the project continues to be supported by the Federal award, for activities under another U.S. Department of Education Federal award, or for activities under a federal award from other Federal awarding agencies. See <a href="#">2 CFR § 200.314(a)</a>	Any tangible property may be used:   See <a href="#">2 CFR § 200.313(c)</a>	Real property can be used: for the authorized purpose of the project as long as it is needed, or obtain written approval by the Federal awarding agency for the use in other federally-sponsored projects.  See <a href="#">CFR § 105-72.402</a>

# Disposition of Federally Funded Purchases

In accordance with the CFR, when the supplies, equipment or real property acquired with ESSER funding are no longer needed the steps below should be followed:

- **Step 1:** Request Disposition Instructions
- **Step 2:** Calculate the Fair Market Value
- **Step 3:** Disposition Options

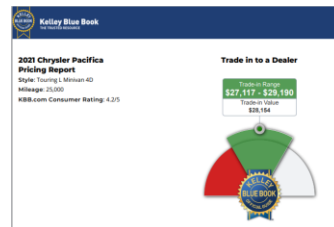
Examples on the next slide

	Retained	Sold	Disposed
<b>Less than \$5,000 may be retained, sold, or otherwise disposed of with no further obligation.</b>	Subrecipients may retain or transfer equipment, supplies, or real property to be used for other federally funded programs or projects.  If property is transferred, subrecipient must be entitled to compensation for its attributable percentage of the current fair market value of the property.	Subrecipients may sell equipment, supplies, or real property but must, <b>compensate*</b> the Federal awarding agency.  <i>* § 200.313 (e)(2) ... items of equipment with a current per-unit fair market value in excess of \$5,000 may be ... sold. The Federal awarding agency is entitled to <b>an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase.</b> If the equipment is sold, the Federal awarding agency (USED) may permit the non-Federal entity (LEA) to deduct and retain from the Federal share \$500 or ten percent of the proceeds, whichever is less.</i>	Subrecipients may dispose of the equipment, supplies, or real property in any way it sees fit after receiving USED approval via the OFERP.
<b>Greater than \$5,000 may be retained or sold.</b>	If a subrecipient chooses to retain or transfer the equipment, supplies, or real property, they must inform OFERP.		

# Disposition of Federally Funded Purchases

## Minivan purchased to transport students experiencing homelessness

- Need was identified due to the increase of students experiencing homelessness and limited shelters in the responsible SAU.
- The minivan was purchased, in whole, with ESSER funds but there is no longer the need for this additional transportation and no other federal allowable use.
- The SAU would like to sell the minivan and has calculated the fair market value as \$27,117.
- The SAU can sell the minivan and all but \$500 (or 10%, whichever is less) will be returned to the U.S. Department of Education.



## 84 Used Apple MacBook Pro 15-inch 2019 Touch Bar with Core i9 processor

- Need was identified due to hybrid learning and 1-to-1 access.
- The laptops were purchased, in whole, with ESSER funds but there is no longer the need for 1-to-1 access.
- The SAU would like to sell the 6 laptops and has calculated the fair market value as \$969 per unit \* 6 = \$5,814.
- The SAU can retain, sell or dispose.



Apple MacBook Pro 15-inch 2019  
Touch Bar - 2.3GHz Core i9  
512GB

Model: A1990, MY192LL/A  
**Cosmetic Condition**  
☐ Brand New  
☐ Flawless  
☐ Good  
☐ Fair  
☐ Poor

# ARP Reservation Project(s) Spending

- Friendly Reminder:
  - SAU must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions

## Budget Summary for ARP ESSERF 3 Funds

Cumulative Federal Award Amount \$560,000.56  
 Sub-Award Amount \$34,200.00  
 20% Set Aside for Learning Recovery **\$112,000.11**

Reservation Projects	Object Codes				Total Amount
	1000-2000	3000-5000	6000	7300	
	Salaries & Benefits	Purchased Services	Supplies	Equipment	
152: High-quality tutoring	\$1,500.00	\$500.00	\$400.00	\$3,000.00	\$5,400.00
844: Bridge programs	\$112,000.11	\$0.00	\$0.00	\$0.00	\$112,000.11
866: Summer programming	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total of Reservation Projects</b>	<b>\$113,500.11</b>	<b>\$500.00</b>	<b>\$400.00</b>	<b>\$3,000.00</b>	<b>\$117,400.11</b>
ESEA Activity	\$65,000.00	\$1,200.00	\$5,000.00	\$85,105.56	\$156,305.56
CTE Project	\$10.00	\$20.00	\$30.00	\$50.00	\$110.00
Shelly play money	\$11,585.00	\$0.00	\$0.00	\$0.00	\$11,585.00
Shelly Dream World	\$274,599.89	\$0.00	\$0.00	\$0.00	\$274,599.89
Add a title	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total of Additional Projects</b>	<b>\$351,194.89</b>	<b>\$1,220.00</b>	<b>\$5,030.00</b>	<b>\$85,155.56</b>	<b>\$442,600.45</b>
<b>Total of all Project Budgets</b>	<b>\$464,695.00</b>	<b>\$1,720.00</b>	<b>\$5,430.00</b>	<b>\$88,155.56</b>	<b>\$560,000.56</b>

# Change in 10% Overages for ARP Invoices

**Current process:** Expenses cannot be submitted in a budget category that does not have an associated (application) budget. An invoice can over expend in multiple categories if that overage is off-set in another category and collectively does not exceed 10% of the SAU allocation.

**New process effective today (2/2/2023) for ARP invoices only:** Expenses cannot be submitted in a budget category that does not have an associated (application) budget. An invoice can over expend **in a project budget category if the overage does not exceed 10% of the project (application) budget.**

*(Highlights and Example on the next slide)*

# Change in 10% Overages for ARP Invoices

The **new 10% overage process** is:

- only applicable for ARP invoices
- effective today, 2/2/2023
- Project based

The invoice will be reopened to allow for adjustments to the application budget and/or invoice if the project request exceeds 10% of the project budget.

- Example -

- *Permissible overage:  $\$1,181.92 * 10\% = \$118.19$*
- *Salaries exceed the budgeted amount by  $\$118.08$*
- *$\$118.08$  is less than  $\$118.19$  - no overage violation*

Additional Social Worker Support	\$1,181.92	\$0.00	\$0.00	\$0.00	\$1,181.92
Total Previously Invoiced	\$1,300.00	\$0.00	\$0.00	\$0.00	\$1,300.00
Additional Social Worker Support Amount Invoiced	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Remaining Additional Social Worker Support Funds	\$-118.08	\$0.00	0.00	0.00	-118.08

# Performance Reports – Fiscal Year 2022

## Please Note:

- SEA Annual Performance Reporting (APR) is due May 4, 2023
- The ESF - ESSER I/ESSER II/ARP ESSER - Recipient Data Collection Form is a public document available online [here](#).
- Reporting timeline: July 1, 2021 to June 30, 2022 (FY 2022)
- Our hope is to release the SAU APR by the end of February with an early April due date.
  - The Office of Federal Emergency Relief Programs is currently collecting all the fiscal data that will be provided to SAUs. The fiscal data will indicate precisely the amount of funds, per invoice, that was requested as a reimbursement during the reporting period.
  - The performance report will also request active links to the ARP Use of Funds plan and the ARP Safe Return to In-Person Instruction plan. These plans are required to be reviewed, and updated if applicable, every six months.

# Performance Reports – Activities

- Addressing Physical Health and Safety
- Meeting Students' Academic, Social, Emotional & Other Needs
- Mental Health Supports for Students and Staff
- Operational Continuity

Activities	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER	
	Total Amount <u>Expended</u> by Activity <sup>10</sup>	Total Amount <u>Expended</u> by Activity	Total Amount <u>Expended</u> by Activity	Total Amount <u>Expended</u> 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 <b>only</b> one of the two ARP ESSER columns)
<b>Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)</b>	<i>Auto-calculate from rows j-r below</i>	<i>Auto-calculate from rows j-r below</i>	<i>Auto-calculate from rows j-r below</i>	<i>Auto-calculate from rows j-r below</i>
j. Personnel Services – Salaries				
k. Personnel Services – Benefits				
l. Purchased Professional and Technical Services				
m. Purchased Property Services				
n. Other Purchased Services				
o. Supplies				
p. Property				
q. Debt Service and Miscellaneous				
r. Other Items				

# Performance Reports – Planned Uses

Planned Uses of Remaining Funds:

What are the LEA's planned expenditures of remaining **ESSER II** mandatory subgrant funds? (Provide the percentage of remaining funds planned for the below expenditure categories. All categories must sum to 100% of remaining ESSER I mandatory subgrant funds.)

Total ESSER II Expenditures in Prior Reporting Periods	Remaining ESSER II Funds <Auto-calculated >	Planned Uses of Remaining ESSER II Mandatory Subgrant Funds				
		% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds Planned for	% Remaining Funds
		Addressing Physical Health and Safety	Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Mental Health Supports for Students and Staff	Operational Continuity and Other Uses	Not Yet Planned for Specific Use

# Performance Reports – Use of Funds

It is likely there will be similar use of funds questions related to:

- Maintaining safe in-person instruction
- Internet Access
- Reengaging Students
- Hiring and Retention of Specific Positions
- Evidence-based Interventions

## Part IIIId: Expenditures related to School Health

1. 1. Did the district use ESSER funds to:

Expenditures:	Yes	No
a) to provide vaccinations to educators, other staff, and students, if eligible	<input checked="" type="radio"/>	<input type="radio"/>
b) to support universal and correct wearing of masks	<input type="radio"/>	<input checked="" type="radio"/>
c) related to physical distancing (e.g., including use of cohorts/podding)	<input checked="" type="radio"/>	<input type="radio"/>
d) to promote handwashing and respiratory etiquette	<input type="radio"/>	<input checked="" type="radio"/>
e) to support cleaning and maintenance of healthy facilities, including improving ventilation or HVAC systems	<input checked="" type="radio"/>	<input type="radio"/>
f) to support contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<input type="radio"/>	<input checked="" type="radio"/>
g) to provide diagnostic and screening testing	<input checked="" type="radio"/>	<input type="radio"/>
h) Other (please specify)	<input type="radio"/>	<input checked="" type="radio"/>

4. Did the district use ESSER funding to provide home Internet access for any students and/or educators?

- ☐ No
- ☒ Yes, with CARES funding
  - ☒ Students
  - ☒ Educators
- ☒ Yes, with CRRSA funding
  - ☒ Students
  - ☒ Educators
- ☒ Yes, with ARP funding
  - ☒ Students
  - ☒ Educators

5. Check the types of home Internet services that were provided by the district using ESSER funds:

- ☒ CARES funding
  - ☒ Mobile hotspots with paid data plans
  - ☒ Internet connected devices with paid data plans
  - ☒ Cost of home Internet subscription
  - ☒ Home Internet access through a district-managed wireless network
- ☒ CRRSA funding
  - ☒ Mobile hotspots with paid data plans
  - ☒ Internet connected devices with paid data plans
  - ☒ Cost of home Internet subscription
  - ☒ Home Internet access through a district-managed wireless network
- ☒ ARP funding
  - ☒ Mobile hotspots with paid data plans
  - ☒ Internet connected devices with paid data plans
  - ☒ Cost of home Internet subscription
  - ☒ Home Internet access through a district-managed wireless network

# Performance Reports – FTE Positions

SAUs will provide the FTE information for September 30, 2022

1. Provide the number of **full-time equivalent (FTE) positions** for the district of the listed reporting dates.

FTE as of June 30,	2018	2019	2020	2021
Administrators (Non-clerical)	1.2	2.0	3.0	4.0
Teachers	5.0	6.0	7.0	8.0
Educational Technicians I	9.0	10.0	11.0	12.0
Educational Technicians II	13.0	14.0	15.0	16.0
Educational Technicians III	17.0	18.0	19.0	20.0
Staff providing support services (Non-clerical)	21.0	22.0	23.0	24.0
Staff providing support services (Clerical)	25.0	26.0	27.0	28.0
Other (please specify)	29.0	30.0	31.0	32.0

If you added FTE positions under Other, please specify.  
full-time equivalent (FTE) positions

2. Provide the number of **full-time equivalent (FTE) positions** for the district of the listed reporting dates.

FTE as of June 30,	2018	2019	2020	2021
Attendance officers	33.0	32.0	31.0	30.0
Bilingual educators	29.0	28.0	27.0	26.0
English as a Second Language educators	25.0	24.0	23.0	22.0
Nurses	21.0	19.0	18.0	17.0
School counselors	16.0	15.0	14.0	13.0
School psychologists	12.0	11.0	10.0	9.0
Short term contractor	8.0	7.0	6.0	5.0
Social workers	4.0	3.0	2.0	1.0
Special educators, related service personnel and paraprofessionals	33.0	34.0	35.0	39.0

# Performance Reports – Student Outcomes (**NEW\***)

## Student Outcomes

The U.S. Department of Education will append the most recent and certified submission of LEA and SEA data (with disaggregation by subpopulation) from existing collections as detailed below:

Metric Category	Specific Metric(s)
Engagement and Participation	<ol style="list-style-type: none"><li>1. % participating in math, English language arts/reading and science assessment (where available)</li><li>2. % participating in English language proficiency assessment (where available)</li><li>3. Average daily attendance</li><li>4. Chronic absenteeism</li><li>5. Rates of suspension (including in-school suspensions) and expulsion</li><li>6. Incidences of bullying and harassment</li></ol>
Student Learning and Progression	<ol style="list-style-type: none"><li>1. Assessment data (where available), specifically % proficient in math, English language arts/reading, and science</li></ol>

Conducted by:  
U.S. Department of Education

OMB No. 1810-0749 Expires 5/31/2025

	<ol style="list-style-type: none"><li>2. FAFSA completion rate</li><li>3. 4-year adjusted cohort graduation rate (where available)</li><li>4. Rates of college, career, and civic readiness (where available)</li></ol>
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# Performance Reports – Future Requirements

## Preview Questions – Required in next year's ESSER Annual Performance Reporting

- LEA Interventions and Participation
- Total LEA Student Enrollment by Demographic Subgroup
- Use of Funds Detail for Prospective Reporting

More Information available at [https://api.covid-relief-data.ed.gov/collection/api/v1/public/docs/1810-0749\\_ESSER%20Integrated%20Form\\_clean.pdf](https://api.covid-relief-data.ed.gov/collection/api/v1/public/docs/1810-0749_ESSER%20Integrated%20Form_clean.pdf)

Methods/Intervention Y/N	(If Yes, then) Capacity and Participation																																							
4. Evidence-based high dosage tutoring	<p>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> headcount of students that participated in this activity: _____</p> <p>Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that <b>participated</b> in this activity:</p> <p><b>Eligible</b> refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</p> <table border="1"> <thead> <tr> <th>Student Group</th> <th># Enrolled eligible Students at LEA in subgroup</th> <th># Eligible students in subgroup participating</th> </tr> </thead> <tbody> <tr> <td>(Note, the total unique headcount does <b>not</b> need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</td> <td></td> <td></td> </tr> <tr> <td>a. Students with one or more disabilities</td> <td></td> <td></td> </tr> <tr> <td>b. Low-income students</td> <td></td> <td></td> </tr> <tr> <td>c. English language learners</td> <td></td> <td></td> </tr> <tr> <td>d. Students in foster care</td> <td></td> <td></td> </tr> <tr> <td>e. Migratory students</td> <td></td> <td></td> </tr> <tr> <td>f. Students experiencing homelessness</td> <td></td> <td></td> </tr> <tr> <td>g. American Indian or Alaska Native</td> <td></td> <td></td> </tr> <tr> <td>h. Asian</td> <td></td> <td></td> </tr> <tr> <td>i. Black or African American</td> <td></td> <td></td> </tr> <tr> <td>j. Hispanic/Latino</td> <td></td> <td></td> </tr> <tr> <td>k. Native Hawaiian or Other Pacific Islander</td> <td></td> <td></td> </tr> </tbody> </table>	Student Group	# Enrolled eligible Students at LEA in subgroup	# Eligible students in subgroup participating	(Note, the total unique headcount does <b>not</b> need to equal the sum of rows a – n, as a student may be counted in multiple rows.)			a. Students with one or more disabilities			b. Low-income students			c. English language 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		
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l. White		
m. Two or more races		
n. Other student subpopulation (Please specify):		

	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER
Activities	Total Amount Expended by Activity <sup>11</sup>	Total Amount Expended by Activity	Total Amount Expended by Activity
<b>Addressing 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 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			

# Construction using ESSER Funds

- [Updated FAQs](#) include expanded description of considerations regarding constructions projects funded by ESSER.
- Our OFERP team will schedule meetings to discuss status of projects in upcoming weeks.
- For more information, contact [karen.kusiak@maine.gov](mailto:karen.kusiak@maine.gov)

# 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](#)

# Office Hours

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

[Registration Link](#)

# Newsletters

The Office of Federal Emergency  
Relief Programs (OFERP)  
publishes monthly newsletters.

## OFERP Newsletters

# 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	Contracted Invoice Reviewer
Maisha Asha	Deanna Roberge	Terri Beal
Maisha.Asha@maine.gov	Deanna.Roberge@maine.gov	Terri.Beal@maine.gov

# Q & A

Please unmute yourself or use the chat to ask questions!

