ARP-ESSER III Updates and Guidance

Thursday, September 23, 2021 - 9:00am
Office of Federal Emergency Relief Programs (OFERP)
OFERP Introductions

- Shelly Chasse-Johndro, Director
- Monique Sullivan, ARP Coordinator
- Karen Kusiak, CARES & CRRSA Coordinator
- Kevin Harrington, GEER Coordinator
- Maisha Asha, Fiscal Coordinator
- Barbara Rancourt, Procurement Analyst
- Robert Palmer, Management Analyst
Today's Topics

1. Updates
2. Emergency Connectivity Fund Program
3. Meaningful Consultation
4. 20% Reservation
5. Davis-Bacon Act
6. Evidence Based Interventions
7. Application Troubleshooting Tips
Updates

1. Daily review of CARES ESSER I and CRRSA ESSER II applications

2. Daily review of and feedback for ARP ESSER III applications.

3. Maine's SEA Plan for Use of ARP ESSER III funds has been approved by U.S. Dept. of Education.
- To implement prevention and mitigation strategies (aligned with CDC guidance to greatest extent practicable)

- To address the academic impacts of lost instructional time through evidence-based interventions that respond to the academic, social, emotional, and mental health needs of all students and particularly underserved student groups.
Emergency Connectivity Fund Program

Funding to schools and libraries for the reasonable costs of eligible equipment and services that can be provided to students, teachers, and library patrons who lack connected devices, such as laptop or tablet computers, and/or lack broadband access during the pandemic.

**Eligibility:**

**ECF Second Filing Window (emergencyconnectivityfund.org)**

**Apply at:**

[https://www.emergencyconnectivityfund.org/](https://www.emergencyconnectivityfund.org/)

**FAQs**

[https://www.fcc.gov/sites/default/files/ecf_faq.pdf](https://www.fcc.gov/sites/default/files/ecf_faq.pdf)
a) Discuss how funds will directly impact the students, families, and stakeholders in their school district

b) Seek input from stakeholder groups in determining COVID-19 prevention and mitigation strategies and their impact on teaching, learning, and day-to-day experiences

c) Use insights from stakeholder groups when creating plan

d) Keep evidence and/or documentation of meaningful consultation
a) 20% Reservation is a minimum
b) SAUs are encouraged to budget more than the 20% to account for any unforeseen circumstances and to keep all projects addressing learning loss under the 20% Reservation

Example-A project may require hiring more staff but because of staffing shortages, positions go unfilled creating a shortage and falling under the 20%
- **Repairs and improvement** to enable operation of schools such that risk of virus transmission is reduced, exposure to environmental health hazards is minimized, and to support student health, are allowable.

- Construction contracts using laborers paid for by federal education funds, which include ESSER II funds, for **contracts over $2,000** must meet all Davis-Bacon **prevailing wage requirements** and contract language for all **contractors or subcontractors** must contain the minimum wages to be paid to various classes of laborers and mechanics employed under the contract.
Evidence Based Interventions

- Describe the program (activity/strategy) being implemented to address learning loss due to COVID 19.

- Implementation of Program vs Program Cost

- Targeted vs Everyone

- Address impact of loss instruction due to COVID 19
Example-Which one?

a) Hire a Social Worker or

b) Providing SEL supports or Mental Health Counseling

The cost of providing additional counseling for students most impacted by COVID 19 instructional loss is hiring a SW. The hiring of the SW is not the evidence-based intervention. The service provided by the SW is the evidence-based intervention.
Example - Which one?

a) Purchasing Curriculum Materials
b) Implementing additional Phonics Instruction

One of the costs of providing extra phonics instruction for students most impacted by COVID 19 instructional loss is purchasing phonics curriculum. The purchasing of the phonic curriculum is not the evidence-based intervention. The delivery of the extra phonics program is the evidence-based intervention.
#1- Make sure that Superintendent’s contact information is correct. You can do this by going to the Application Set Up Page and checking to make sure the email is correct.
Troubleshooting Tip #2 - Submission

#2-When you are ready to submit the application, you need to make sure that all pages and projects have black check marks next to them.

- Once each page of the application is complete, you will see a checkmark next to each page on the Data Entry Menu, as well as a notification indicating that you can now submit the application.

- Click SUBMISSION on the blue menu bar when you are ready to submit the application.

A check mark before a link indicates that all required information has been entered in the page. No additional information is required to complete and submit the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) APPLICATION. If you have not already done so, and you are ready to submit, please go the submission mage and send the electronic signature.
Troubleshooting Tip #3 - Submission

#3 - After reviewing the cover page, you will click on the Submission tab and follow the steps provided in Screenshot

Click on Download ARP ESSER 3 Application for Viewing to see the print formatted version of the application.

Check to be sure the Superintendent’s email address is correct. If it is not, return to Data Entry and go to Application Setup to make any changes.

Click Email Electronic Signature to send the certification email to the Superintendent. The Superintendent will be given instructions to log in and certify/submit the application.
# Troubleshooting Tip #4 - Delete/Add

**#3-** When you want to delete a project make sure to clear the budget grid to Zero before hitting Delete

**Step 1-** Change budget to Zero

**Step 2-** Click on Delete
Troubleshooting Tip #5 - Resubmission

5a - Make sure when you review or delete a project that you Save Project or Delete Project. When you are ready to submit, go back to the projects and make sure that you Submit Project.

5b - Make sure all projects/sections have checkmarks appear on the cover page. (General Direction & Application Set Up lose checkmarks when App is reopened.)

Once you click on each of these pages and return to Data Entry, they will have a check mark and be marked as submitted.

- Application Coversheet and Assurances are submitted
- SAU Overall Priorities and Consultation is submitted
- SAU Plan for Safe Return to In-Person Instruction and Continuity of Services is submitted
6. Make sure all the pages have checkmarks next to them on the coversheet/front page. And, then go to the Submissions page and enter password to resubmit.
Q & A

Please unmute yourself or use the chat to ask questions!
Resources

- ARP-ESSER Application Instructions
- Return to School Roadmap
- ARP Law
- ARP ESSER Interim Final Rule
- US ED APR ESSER
- Use of Funds FAQ
- Maine's Federal Emergency Relief Programs
## Contact Information

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<tr>
<th>Emergency Relief Funds</th>
<th>APR ESSER</th>
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