

**Frequently Asked Questions
for the Elementary and Secondary School Emergency Relief (ESSER) Performance Report**

Revised on January 11, 2022

Contents

General ESSER Performance Report Questions.....3

- When is the performance report due back to the Maine Department of Education (DOE)?.....3
- What are the dates of the reporting period?3
- Is completion of the ESSER Performance Report required if no expenses were invoiced during the reporting period?.....3
- Will the January 6, 2022 Office Hour focused on the ESSER performance report be available?.....3
- What supports and resources are available to complete the ESSER Performance Report?.....3
- Will SAUs be completing similar performance reports for CRF 1 & CRF 2?4
- Have the technical difficulties with the GEM system been addressed?4
- Contact information:4

Grant/Fiscal Management.....4

- Do invoices for all ESSER (CARES, CRRSA and ARP) projects need to be submitted?4
- What is the period of allowability for the use of the ESSER funds?4
- Is it possible, or likely, that we will never get to a zero-balance given that SAUs are not including expenditures prior to October 1 in our CARES ESSER 1 reporting?5
- Invoices from quarter 1 of fiscal year 22 (July 1, 2021 to September 30, 2021) should not be reported on the ESSER performance report? Specifically, ARP ESSER.5
- If SAUs make budget updates in the ESSER application budgets - will the updates carryover into the performance report?5

Part IV: Positions and Staffing5

- Are special education staff included in the totals in part 1, question 1?.....5
- In part 1, question 2, are special education teachers and educational technicians be included in “special educators, related service personnel and paraprofessionals”?5
- What is the difference between part 1, questions 1 and 2?5
- Is the term English as a Second Language Educator the same as English Language Learning Teacher in NEO?6
- Are transportation, custodial, bus drivers, and maintenance workers included in the ESSER performance report?6
- What is an example of staff providing support services (non-clerical)?6
- In the Administrator category, shall the report include district level administrators as well as building administrators?.....6

In Part 2, how do we classify pool testers?6

In Part 2, how do we classify computer/technology technician?6

All Part IV Staffing FTEs round to the nearest whole number. Part 3 is about positions and an SAU should be able to type in .5 for a half-time position.6

Can you explain what a retained position is?6

General ESSER Performance Report Questions

When is the performance report due back to the Maine Department of Education (DOE)?

The new due date, based on an extension provide by the US Department of Education and communicated to Maine DOE on January 5, 2022, is March 25, 2022.

What are the dates of the reporting period?

The reporting period dates shifted based on information received on January 5, 2022 from the US Department of Education. The new reporting period now reflects the state's fiscal year and the school administrative unit (SAU) fiscal year. The financial matters in the Elementary and Secondary School Emergency Relief (ESSER) performance report should reflect the new performance reporting period listed in the slide from the Office Hour of January 6, 2022. The new performance reporting periods are:

CARES ESSER I: October 1, 2020 to June 30, 2021

CRRSA ESSER II: July 1, 2020 to June 30, 2021

ARP ESSER III: July 1, 2020 to June 30, 2021

Is completion of the ESSER Performance Report required if no expenses were invoiced during the reporting period?

Yes, those SAUs that have not invoiced will need to complete the report. The Maintenance of Equity information and the URLs for required reports on the SAU's website are needed, for example, and will be included in the report. In Part V: Project Expenditures, the invoiced expenditures will be zero and information about why activities were not conducted should be included in the "activities conducted" narratives box. In the text box under the section the balance of remaining funds, SAUs in this position might indicate that they have not yet sought reimbursement for ESSER funds – possibly because immediate needs were funded by CRF.

Will the January 6, 2022 Office Hour focused on the ESSER performance report be available?

Yes, the PowerPoint and video recording are available on the Office of Federal Emergency Relief Program (OFERP) website. Click on ESSER Information and scroll down to *Office Hours, January 6, 2022 Completing the ESSER Performance Report*. A blank copy of the ESSER Performance report and instructions for completing CARES ESSER I, CRRSA ESSER II, and ARP ESSER III invoices are also provided.

What supports and resources are available to complete the ESSER Performance Report?

The OFERP is hosting virtual walk-in office hours to assist in the completion of the ESSER performance report. If you have questions, please feel free to join us at any point within the walk-in office hour on:

Mondays from 11:00am to 12:00pm

January 3, January 31, February 14, February 28, and March 14, 2022

Wednesdays from 1:00pm to 2:00pm

January 12, January 26, February 9, March 9, and March 23, 2022

Please note that these performance report walk-in office hours are open to all! Please share this information with business managers, school leaders and individuals who might support the completion of the ESSER performance report. No appointment needed but you are required to register, which will provide you with connection information for any of the walk-in office hours listed above.

[Will SAUs be completing similar performance reports for CRF 1 & CRF 2?](#)

The OFERP is uncertain what will be asked of the Maine DOE and of local SAUs for CRF reporting. The Maine DOE will inform SAUs as soon as details about CRF reporting are known.

[Have the technical difficulties with the GEM system been addressed?](#)

Yes, the OFERP worked with the software developer to address the glitches several folks in the field noted. If a SAU should continue to have any technical difficulties, please reach out to the OFERP team.

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Grant/Fiscal Management

[Do invoices for all ESSER \(CARES, CRRSA and ARP\) projects need to be submitted?](#)

All expense invoices for projects and services that transpired during the performance period for CARES, CRRSA and ARP should be submitted. The performance periods are:

- CARES ESSER I: October 1, 2020 to June 30, 2021
- CRRSA ESSER II: July 1, 2020 to June 30, 2021
- ARP ESSER III: July 1, 2020 to June 30, 2021

[What is the period of allowability for the use of the ESSER funds?](#)

The 12-months Tydings period (General Education Provisions Act §421(b)(1)) has already been granted for all ESSER funds. The following are the periods of allowability:

Federal Emergency Relief Act	ESSER funds are available for obligation by SAUs through:	Any funds not invoiced by the date below will no longer be accessible:
CARES ESSER I	September 30, 2022	October 15, 2022
CRRSA ESSER II	September 30, 2023	October 15, 2023
ARP ESSER III	September 30, 2024	October 15, 2024

Is it possible, or likely, that we will never get to a zero-balance given that SAUs are not including expenditures prior to October 1 in our CARES ESSER 1 reporting?

The US Department of Education required the Maine DOE to report fiscal matters for the time period prior to October 1, 2020 in the first CARES ESSER I report in late 2020. At that time, just a few SAUs had invoiced their ESSER I funds. Maine DOE contacted those SAUs and asked them to complete a survey about their expenditures. The OFERP continues to identify how to capture previous expenses in future performance reports to be able to zero out project budgets.

Invoices from quarter 1 of fiscal year 22 (July 1, 2021 to September 30, 2021) should not be reported on the ESSER performance report? Specifically, ARP ESSER.

No, at this time. Only invoices for projects during the following performance periods should be reported in the performance report.

CARES ESSER I:	October 1, 2020 to June 30, 2021
CRRSA ESSER II:	July 1, 2020 to June 30, 2021
ARP ESSER III:	July 1, 2020 to June 30, 2021

If SAUs make budget updates in the ESSER application budgets - will the updates carryover into the performance report?

All budget and project changes will need to be made in the application, which populates the ESSER performance report.

Part IV: Positions and Staffing

Are special education staff included in the totals in part 1, question 1?

Special Education teachers and educational technicians should be included in the totals for each position type in "Question 1: Provide the number of full-time equivalent (FTE) positions for the district of the listed reporting dates."

In part 1, question 2, are special education teachers and educational technicians be included in "special educators, related service personnel and paraprofessionals"?

Yes, include special education teachers and educational technicians both in the "special educators, related service personnel and paraprofessionals".

What is the difference between part 1, questions 1 and 2?

Question 1 collects the full-time equivalent (FTE) of employees by the *role* each employee has. While question 2 collects the FTE of employees by the *responsibilities* each employee has. The FTEs may be different for questions 1 and 2. Please note that there may not be a one-to-one correspondence between these questions in Part I of section Part IV.

Is the term English as a Second Language Educator the same as English Language Learning Teacher in NEO?

Yes, the US Department of Education still uses the term English as a Second Language Educator and this performance report is used to collect for the US Department of Education.

Are transportation, custodial, bus drivers, and maintenance workers included in the ESSER performance report?

Yes, include all employees. Transportation, custodial, maintenance, and food service workers are examples of support personnel (non-clerical).

What is an example of staff providing support services (non-clerical)?

Custodial, transportation, and food service workers are examples of support staff who primarily have non-clerical responsibilities. Depending on how certain roles in your school administrative unit (SAU) are fulfilled, a computer technology specialist and other kinds of personnel might be counted in this category.

In the Administrator category, shall the report include district level administrators as well as building administrators?

Yes, include the district level administrators, including any partially district level managers (e.g. *elementary* coordinator, Athletic Director for *High School*) and part-time administrators (e.g. teaching *principals*).

In Part 2, how do we classify pool testers?

Include pool testers in the nurse and contact tracers category even though the people hired may not be medical professionals.

In Part 2, how do we classify computer/technology technician?

It is likely that an SAU will list computer or technology technicians as staff providing support services non-clerical unless the position has predominantly clerical roles. It is possible that an SAU regards this role as administrative, so it could also be listed as staff providing support services (Clerical).

All Part IV Staffing FTEs round to the nearest whole number. Part 3 is about positions and an SAU should be able to type in .5 for a half-time position.

Questions 3 and 4 are whole numbers and should not be decimals because both questions are asking for positions and not an FTP count. A position can be full or half time but is still one (1) position.

Can you explain what a retained position is?

Count retained positions when the following is true: The SAU was in the position of not being able to fund a pre-existing position due to reduction in state subsidy or other sources of operating funding, however the position was maintained by using ESSER funds to support the position.

