

OFERP Office Hours 2/03/2022

Thursday, February 3, 2022 - 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/EANS Coordinator
- Maisha Asha, Fiscal Coordinator
- Robert Palmer, Management Analyst

Today's Topics

1. ESSER Performance Report
2. Plan for Safe Return to In-person Instruction
3. Evidence-based Intervention Documentation
4. Full-Service Community School
5. Additional Funding for Masks
6. Fiscal Matters
7. MoEquity

ESSER Performance Report

- **Due by Friday, March 25, 2022**
- The projects and expenditures should reflect
 - 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
- Supports and Resources
 - [ESSER Performance Report \(blank copy\)](#)
 - [Frequently Asked Questions](#)
 - [Walk-in Office Hours](#) (2/9, 2/14, 2/28, 3/9, 3/14, and 3/23)

Plan for Safe Return

DATA ENTRY SUBMISSION LOG OUT
Contact person: James Dean, Pine RSU

Welcome to the CARES, CRRSA and ARP Performance Report
Pine RSU's Data Entry Menu

✓General Directions
✓Performance Report Setup
✓Part I: Performance Report Coversheet
✓Part II: COVID-19 Impact

3. 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?:

Reviewed in the last six months Yes No

Revised in the last six months Yes No

Verify the 6-month review of the *Plan for Safe Return to In-Person Instruction and Continuity of Services* and provide the publicly available URL

- *Plans must be continuously available to the public until 9/30/24*
- *Maintain documentation for date, committee and process of the 6-month review*
- *Be sure to date the revised plan, if applicable*

Student Groups and Documentation

Part III: Use of Funding Questions Evidence-based Interventions Part 1

13. Did the district use ESSER funds to support **learning recovery or acceleration** for student groups who were disproportionately impacted by the COVID-19 pandemic?

Please Note, if the district provided an activity or support to all students and additional or supplemental services/activities targeted to student groups, please answer yes to the activity "for all students" and select the student group for whom additional support/access was provided.

Learning recovery or acceleration through:

By Race / Ethnicity:	For all students	American Indian or Alaskan Native, not Hispanic	Asian, not Hispanic	Black or African American, not Hispanic	Hispanic, of any race	Native Hawaiian or Pacific Islander, not Hispanic	Two or more races, not Hispanic	White, not Hispanic
Accelerated learning	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
Afterschool programming	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
Bridge Programs	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
Class-size reduction	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
Credit recovery	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
Enrichment programs	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
Extended instructional time	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
High impact tutoring	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
In-person instruction	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
Summer school	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				
Other (please specify)	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes				

"All" means you have documentation that shows that all student groups needed intervention to address the impacts of COVID 19. In addition, that efforts were made to be sure that the intervention was available to all.

If you checked other in any category, please specify.
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Full-Service Community School

Full-service community schools improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools. The FSCS program was re-authorized under Title IV through Community Support for School Success, sections 4621-4623 and 4625 (a) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA).



<https://www.maine.gov/doe/schools/safeschools/communityschools>

Purchase Additional Face Masks

- Surgical, KN95 or N95 masks [Allocation](#)
- No application is needed for funds
- Schools who **choose to use this funding** will need to:
 - Schools should order the quantity and type of preferred masks from usual vendor(s)
 - Email a paid, itemized, dated proof of purchase for masks between **January 1, 2022 and June 30, 2022** to shelly.chassejohndro@maine.gov.
 - Use **Fund Code 2626** and **Revenue Code 4531**
 - Schools will be reimbursed up to the allocation

If you do not wish to participate in this program, please email shelly.chassejohndro@maine.gov to opt out.

Fiscal Matters – Suggestions

- Provide Business Manager with a copy of the application
- Identify project when providing paperwork for reimbursement request
- Submit monthly reimbursement invoices
- Quarterly check-in with Applicant Coordinator and Business Manager

Fiscal Matters – Good to Know

- Subscriptions fall under purchase services
- **Equipment vs. Supplies**
 - More than just the \$5,000 threshold
 - **7301 – Equipment:** Expenditures for the initial, additional, and replacement items of equipment, such as machinery, furniture and fixtures, and vehicles
 - **6000 – Supplies:** Amounts paid for items that are consumed, are worn out, or have deteriorated through use

Invoicing Instructions

CARES ESSER I

CRRSA ESSER II

Invoice submission includes:

- **Trial Balance**
 - A detailed trial balance
 - Trial balance period must match period being invoiced
- Invoice List (optional)
 - It would be very helpful if, in addition to the Trial Balance, a list of invoices by Category and type (i.e. Student Supports-7300, Staff Support-3000) be provided

APR ESSER III

Invoice submission includes:

- **Trial Balance**
- **Copies of paid receipts / POs**
 - Receipts / POs for each expense need to be submitted. Only POs and Invoices are needed, no checks.
- **Invoice List**
 - Write the Project and Category on receipts/POs (i.e. Family Support-6000 which means the Family support project and supplies budget category.

Invoice List Example

Invoice 1006

CATEGORY	VENDOR	ACCOUNT	DESCRIPTION	AMOUNT
Student Supports				
Supplies	Staples	2605-1100-1000-56100-950	Portfolios	157.25
	Amazon	2605-1100-1000-56100-950	DRONE parts and batteries-Science	420.96
	Discount School Supplies	2605-1100-1000-56100-950	PreK Summer Books	221.36
	Stacey McCluskey	2605-1100-1000-56100-950	Reimb. Scholastic Membership	62.98
	William Sadlier	2605-1100-1000-56100-950	Phonics & Vocabulary Student Resources	288.77
	Scholastic Book Clubs	2605-1100-1000-56100-950	Weighted Seats-3	67.50
				1218.82
Prof Serv	US Cellular	2605-1100-1000-53300-950	Hotspots monthly fee	1689.60
	US Cellular	2605-1200-1000-53300-990	Hotspots monthly fee	1689.60
				3379.2
Staff Supports				
Travel				0.00
Supplies				0.00
School Admin				
Supplies				0.00
Operations & Maintenance				
Supplies				0.00
Transportation				
Supplies				0
Food Services				
Supplies	Dennis Paper	2605-0000-3140-56000-900	Take Home & Remote Meal Packaging	43.72
				43.72
Community Service				
Equipment				0.00
Total CARES Expenses May 2021				4641.74

Fiscal Matters – Processing Timeline

Please note that the timeline for reimbursements is:

- 7-10 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: **17-45 business days** from invoice submission to reimbursement check receipt.

CARES Close Out Terms

CARES ESSER funds
are available for obligation by SAUs through
September 30, 2022,
which includes the Tydings period

Any funds not invoiced by
10/15/2022 will no longer be accessible.

Maintenance of Equity (MOEquity)

MOEquity is a set of **new fiscal and staffing equity requirements** in ARP ESSER. Specifically, MOEquity ensures that the SAU receiving funding **shall not**, in FY2022 or FY2023:

- **FISCAL** - reduce per-pupil funding in any high-poverty school by an amount that exceeds the per-pupil funding reduction in all schools
- **STAFFING** - reduce per-pupil full-time equivalent staff in any high-poverty school by an amount that exceeds the per pupil reduction in FTE staff in all schools

Maintenance of Equity (MOEquity)

Proposed Requirement - ARP ESSER Fund

This requirement is intended to promote **accountability and transparency** by requiring each SEA to post on its website MOEquity information for each applicable LEA.

MOEquity Proposed Requirement

(a) By **3/31/22** for FY22 and by **11/1/22** for FY23, a SEA must publish the following LEA-level MOEquity data on its website:

(1) The identity of each LEA excepted from LEA-level MOEquity:

- (i) a total enrollment of less than 1,000 students
- (ii) operates a single school
- (iii) serves all students within each grade span with a single school
- (iv) notified the SEA of an exceptional or uncontrollable circumstance and **has not implemented an aggregate reduction in combined State and local per-pupil funding.**
- (v) has been **granted an exception from LEA-level MOEquity requirements by the Department** due to an exceptional or uncontrollable circumstance and the Department has informed the SEA of this exception.

MOEquity Proposed Requirement

(a) By **3/31/22** for FY22 and by **11/1/22** for FY23, a SEA must publish the following LEA-level MOEquity data on its website:

(2) For each LEA that is not excepted from LEA-level MOEquity:

the schools in the LEA that are identified as “**high-poverty schools**” as defined in section 2004(d)(4) of the ARP Act.

Please note: MOEquity limits cuts in schools identified as high-poverty schools. Under the MOEquity law, high-poverty schools are an SAU's poorest quarter of schools, which can be calculated on a districtwide or grade-span basis. There is no specific poverty rate that qualifies a school as a "high-poverty" school. Instead, identification as a high-poverty school for MOEquity purposes depends on a school's relative poverty compared to other schools in the SAU.

MOEquity Proposed Requirement

(b) By **3/31/22** for FY22 and by **11/1/22** for FY23, each SEA must publish on its website a **description of how the SEA will ensure that each LEA that is not excepted from LEA-level maintenance of equity requirements is ensuring that its high poverty schools are protected from any reduction** of per-pupil funding by an amount that exceeds the overall per pupil reduction in the LEA, if any, such that the LEA can make any necessary adjustments in a timely manner.

MOEquity Proposed Requirement

(c) By **12/31** following each applicable school year (e.g., December 31, 2022, for FY22, SY 21-22), an SEA must publish the following **LEA-level MOEquity data** on its website for each LEA that is not excepted from LEA-level MOEquity:

- (1) The **per-pupil amount of funding for each high-poverty school** in the LEA in FYs 2021, 2022, and 2023.
- (2) 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, 2022, and 2023.
- (3) The **per-pupil number of full-time equivalent (FTE) staff for each high poverty school** in the LEA in FYs 2021, 2022, and 2023, which may also be indicated as the number of students per FTE staff.
- (4) The **per-pupil number of FTE staff in the aggregate for all schools** in the LEA, on a districtwide basis or by grade span, in FYs 2021, 2022, and 2023, which may also be indicated as the number of students per FTEs.
- (5) **Whether the LEA did not maintain equity for any high-poverty school** in FY 2022 or 2023.

MOEquity Proposed Requirement

(d) For the purpose of the reporting required in paragraph (c), an SEA and its LEAs may rely on the applicable per pupil expenditure data required to be included on the State report card pursuant to section 1111(h)(1)(C)(x) of the Elementary and Secondary Education Act of 1965.

(e) All data required to be published under paragraphs (a)–(d) must be published in a way that is machine readable and accessible, in a location accessible for parents and families. LEA and school-level data must be listed by the applicable National Center for Education Statistics LEA ID and school ID, where applicable.

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

Emergency Relief Funds	APR ESSER	CARES and CRRSA ESSER, CRF	GEER and EANS
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