

**FY 2022 ESSER Performance Report
CARES, CRRSA and ARP Performance Report**

Coronavirus Aid, Relief, and Economic Security Act (CARES), Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), and American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund

Welcome to the Performance Report for the CARES, CRRSA and APR Elementary and Secondary Education Emergency Relief (ESSER) funds. The **FY 2022 ESSER Performance Report will be available at: <https://www.4pcamaine.org/>**. The username and password for CRF 2, ESSER, ARP and the federal grant reimbursement system will grant access to the Performance Report. The FY 2022 ESSER Performance Report is due **April 7, 2023**.

In the FY 2022 ESSER Performance Report, there are specific questions related to each ESSER subgrant funds (I.e. CARES, CRRSA, and ARP) in addition to questions related to all subgrant funds (I.e. ESSER).

All expenditures and activities will only reflect the **July 1, 2021 to June 30, 2022** performance period for **CARES ESSER I, CRRSA ESSER II, and ARP ESSER III** which coincide with the Federal Grant Reimbursement System and the district's financial system reports.

A downloadable blank copy of the FY 2022 ESSER Performance Report can be accessed from the Office of Federal Emergency Relief Programs (OFERP) website. The OFERP team will be hosting a FY 2022 ESSER Performance Report office hour on Tuesday, March 14, 2023 at 1:00pm. [Click here to register](#). In addition, OFERP will be hosting walk-in, no agenda, open sessions every Wednesday at 11:00am for an hour starting on March 15, 2023 through April 5, 2023. [Click here to register](#). Upon request, one-on-one technical assistance can be provided by the OFERP Team.

The FY 2022 ESSER Performance Report will require time and attention from the ESSER applicant coordinator and business office personal at a minimum. The OFERP team encourages ESSER applicant coordinators to review the material below as information might need to be requested from the SAU's technology coordinator, special services director, and/or central office staff. In order to accurately complete the FY 2022 ESSER Performance Report, it is imperative that work begins without delay.

Part	Number of Questions
Part I: Performance Report Cover Sheet	Contact Information
Part II: Project Expenditures and Planned Uses	2 sections
Part III: Expenditures related to Maintaining Safe In-Person Instruction	1 question
Part IV: ESSER Funds to Provide Internet Access	1 question
Part V: Reengaging Students	1 question
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Part I: Performance Report Cover Sheet

Legal Name of Applicant:	Applicant's Mailing Address:
<p>SAU Contact for the Education Stabilization Fund (CFDA No. 84.245D and 84.245U)</p> <p>Name: Position: Office: Contact's Mailing Address: Zip Code Plus 4: Telephone: Fax: E-mail address:</p> <p>DUNS number (9-digits): UEI # (12-character, alphanumeric): Vendor Code (VC 10-digits):</p>	
<p>By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. EDGAR Sec. 200.415</p>	
Superintendent (Printed Name):	Telephone:
Signature of Superintendent: Certified by Electronic Signature	Date:

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Part II: Project Expenditures and Planned Uses

a. **Expenditures**

The total of the reimbursements processed by ESSER subgrant funds for fiscal year 2022 (July 1, 2021 to June 30, 2022) is provided below.

SAU Name	CARES ESSER I	CRRSA ESSER II	ARP ESSER III

Provide the total dollar-value of expenditures by ESSER subgrant fund expenditure category for FY 2022 (July 1, 2021 to June 30, 2022). The expenditure categories are:

1. **Addressing Physical Health and Safety**
 - a. Expenditure examples: Air quality, cleaning and masking supplies, distancing
2. **Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)**
 - a. Expenditure examples: Educators, social workers, online curriculum
3. **Mental Health Supports for Students and Staff**
 - a. U.S. Department of Education definition: For the purposes of this reporting, Social Emotional Learning (SEL) support is conducted by non-licensed practitioners or professionals and Mental Health services are conducted by licensed practitioners or professionals, including psychologists and psychotherapists.
4. **Operational Continuity and Other Allowed Uses**
 - a. Expenditure examples: Communication tools, Individual food containers

Within each expenditure category, the expense will need to be classified to an object category. Below, you will see the category and the object code that aligns to the 2022 Maine School Financial Accounting Handbook. The budget categories are:

- a. Personnel Services – Salaries (Object code 1000)
- b. Personnel Services – Benefits (Object code 2000)
- c. Purchased Professional and Technical Services (Object code 3000)
- d. Purchased Property Services (Object code 4000)
- e. Other Purchased Services (Object code 5000)
- f. Supplies (Object code 6000)
- g. Property (Object code 7000)
- h. Debt Service and Miscellaneous (Object code 8000)
- i. Other Items (Object code 9000)

Report any expenditure ONLY ONCE in the tables below. Please use the most appropriate and most specific applicable expenditure category and object for each expenditure. Please note that where each expenditure is reported is self-selected and documentation of the expenditure, category, and object should be maintained.

All cells in each column should sum to the total reimbursed (see above) in this reporting period.

CARES ESSER I

Activities	Total Amount Expended by Activity
Addressing Physical Health and Safety	Auto-calculate from rows a-i below
a. Personnel Services – Salaries	
b. Personnel Services – Benefits	
c. Purchased Professional and Technical Services	
d. Purchased Property Services	
e. Other Purchased Services	
f. Supplies	
g. Property	
h. Debt Service and Miscellaneous	
i. Other Items	
Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Auto-calculate from rows a-i below
a. Personnel Services – Salaries	
b. Personnel Services – Benefits	
c. Purchased Professional and Technical Services	
d. Purchased Property Services	
e. Other Purchased Services	
f. Supplies	
g. Property	
h. Debt Service and Miscellaneous	
i. Other Items	
Mental Health Supports for Students and Staff	Auto-calculate from rows a-i below
a. Personnel Services – Salaries	
b. Personnel Services – Benefits	
c. Purchased Professional and Technical Services	
d. Purchased Property Services	
e. Other Purchased Services	
f. Supplies	
g. Property	
h. Debt Service and Miscellaneous	
i. Other Items	
Operational Continuity and Other Allowed Uses	Auto-calculate from rows a-i below
a. Personnel Services – Salaries	
b. Personnel Services – Benefits	
c. Purchased Professional and Technical Services	
d. Purchased Property Services	

e. Other Purchased Services	
f. Supplies	
g. Property	
h. Debt Service and Miscellaneous	
i. Other Item	
Total CARES ESSER I Expenditures	Auto-calculate from the 4-categories above

CRRSA ESSER II

Activities	Total Amount Expended by Activity
Addressing Physical Health and Safety	Auto-calculate from rows a-i below
a. Personnel Services – Salaries	
b. Personnel Services – Benefits	
c. Purchased Professional and Technical Services	
d. Purchased Property Services	
e. Other Purchased Services	
f. Supplies	
g. Property	
h. Debt Service and Miscellaneous	
i. Other Items	
Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Auto-calculate from rows a-i below
a. Personnel Services – Salaries	
b. Personnel Services – Benefits	
c. Purchased Professional and Technical Services	
d. Purchased Property Services	
e. Other Purchased Services	
f. Supplies	
g. Property	
h. Debt Service and Miscellaneous	
i. Other Items	
Mental Health Supports for Students and Staff	Auto-calculate from rows a-i below
a. Personnel Services – Salaries	
b. Personnel Services – Benefits	
c. Purchased Professional and Technical Services	
d. Purchased Property Services	
e. Other Purchased Services	
f. Supplies	
g. Property	
h. Debt Service and Miscellaneous	
i. Other Items	

Operational Continuity and Other Allowed Uses	Auto-calculate from rows a-i below
a. Personnel Services – Salaries	
b. Personnel Services – Benefits	
c. Purchased Professional and Technical Services	
d. Purchased Property Services	
e. Other Purchased Services	
f. Supplies	
g. Property	
h. Debt Service and Miscellaneous	
i. Other Item	
Total CRRSA ESSER II Expenditures	Auto-calculate from the 4-categories above

ARP ESSER III

Activities	Total Amount Expended by Activity	Total Amount Expended toward required set-aside to address learning loss <i>(this amount will be exclusive of the amount reported in the preceding column; report each expenditure in only one of the two ARP ESSER columns)</i>
Addressing Physical Health and Safety	Auto-calculate from rows a-i below	Auto-calculate from rows a-i below
a. Personnel Services – Salaries		
b. Personnel Services – Benefits		
c. Purchased Professional and Technical Services		
d. Purchased Property Services		
e. Other Purchased Services		
f. Supplies		
g. Property		
h. Debt Service and Miscellaneous		
i. Other Items		
Meeting Students’ Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Auto-calculate from rows a-i below	Auto-calculate from rows a-i below
a. Personnel Services – Salaries		
b. Personnel Services – Benefits		
c. Purchased Professional and Technical Services		
d. Purchased Property Services		

e. Other Purchased Services		
f. Supplies		
g. Property		
h. Debt Service and Miscellaneous		
i. Other Items		
Mental Health Supports for Students and Staff	Auto-calculate from rows a-i below	Auto-calculate from rows a-i below
a. Personnel Services – Salaries		
b. Personnel Services – Benefits		
c. Purchased Professional and Technical Services		
d. Purchased Property Services		
e. Other Purchased Services		
f. Supplies		
g. Property		
h. Debt Service and Miscellaneous		
i. Other Items		
Operational Continuity and Other Allowed Uses	Auto-calculate from rows a-i below	Auto-calculate from rows a-i below
a. Personnel Services – Salaries		
b. Personnel Services – Benefits		
c. Purchased Professional and Technical Services		
d. Purchased Property Services		
e. Other Purchased Services		
f. Supplies		
g. Property		
h. Debt Service and Miscellaneous		
i. Other Items		
Total ARP ESSER III Expenditures	Auto-calculate from the 4-categories above	Auto-calculate from the 4-categories above

Note: For July 1, 2022-June 30, 2023 SAUs will need to provide the amount of the SAU expenditures by ESSER Subgrant fund and activity (i.e.. Building and facilities upgrades and maintenance, Assistance with meals for students, Cleaning and/or sanitization supplies).

b. Planned Uses

The SAU allocation, a total of prior reporting expenditures, a total of current reporting expenditures (which aligns to the information provided above), and an auto-calculated remaining balance is provided below.

	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
Allocation			
Prior Reporting Expenditures			
Current Reporting Expenditures			
Remaining Funds			

1. What are the SAU's planned uses of remaining ESSER subgrant funds?

Provide the **percentage (%) of remaining funds** planned for the below expenditure categories. All categories must sum to 100% of remaining ESSER subgrant funds.

	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
% Remaining Funds Planned for:			
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 Allowed Uses			
Not Yet Planned for Specific Use			

Part III: Expenditures related to Maintaining Safe In-Person Instruction

1. Did the SAU expend ESSER funds on any of the items below in FY 22 (July 1, 2021 to June 30, 2022). Mark 'YES' only if ESSER funds were expended on the activity. Otherwise mark 'NO'.

Expenditures:	Yes	No
a. provide vaccinations to educators, other staff, and students, if eligible		
b. support universal and correct wearing of masks		
c. physical distancing (e.g., including use of cohorts/podding)		
d. screen testing to promptly identify cases, clusters, and outbreaks		

e. improve ventilation or HVAC systems		
f. promote handwashing and respiratory etiquette		
g. stay home when sick and get tested		
h. support contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments		
i. Cleaning and disinfection		

Part IV: ESSER Funds to Provide Internet Access

1. Did the SAU use ESSER to provide home Internet access for any students in FY 22 (July 1, 2021 to June 30, 2023)?

- No
- Yes. If yes, what types of home internet services were provided by the district using ESSER Funds? Mark ‘YES’ if ESSER funds were expended on the activity. Otherwise mark ‘NO’.

	Yes	No
Mobile hotspots with paid data plans		
Internet connected devices with paid data plans		
SAU paid for the cost of home Internet subscription for student		
SAU paid for the cost of home Internet subscription for student		
District provides home Internet access through a district-managed wireless network		
Other (Please specify):		

Part V: Reengaging Students

1. Did the SAU seek to reengage students with poor attendance or participation in FY 22 (July 1, 2021 to June 30, 2023)?

- No
- Yes. If yes, how did the SAU seek to reengage students with poor attendance or participation? Please answer regardless of whether ESSER funds were used for this purpose. Otherwise mark ‘NO’.

	Yes	No
Direct outreach to families		
Engaging the school district homeless liaison		
Partnering with community-based organizations		
Offering home internet service and/or devices		
Implementing new curricular strategies to improve student		
Offering credit recovery and/or acceleration strategies		
Other (Please specify):		

Part VI: Allocation of ESSER Resources within SAU

1. Did the SAU allocate some portion of ESSER funds to schools in FY 22 (July 1, 2021 – June 30, 2022)?

- No
- Yes. If yes, how did the SAU allocate ESSER funds?

	Yes	No
Flat amount per school or per pupil		
Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners		
Number or proportion of students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background		
Measure(s) of lost instructional time (“learning loss”)		
Stakeholder or community input		
Title I status		
Other data		
Other (Please specify):		

Part VII: SAU Mandatory Reserve to Address Impact of Learning Loss

Section 2001(e)(1) of the ARP Act requires an LEA to reserve not less than 20 percent of its ARP ESSER allocation to address the academic impact of lost instructional time through the implementation of evidence-based interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning; [see FAQ A-10](#) for a definition of evidence-based), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that the interventions implemented respond to students’ social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, children with disabilities, English learners, migratory students, students experiencing homelessness, and children and youth in foster care.

SAU Name	Total amount reserved to address the impact of learning Loss <i>(This dollar value is established by the Reservation projects in the ARP application)</i>

1. Total expenditures of ARP ESSER SAU Reserve in FY 22 (July 1, 2021 to June 30, 2022):

2. Which activities or interventions did the SAU implement to satisfy the mandatory set-aside requirements of ARP ESSER funds, which respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups, including each major racial and ethnic group, children

from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic?

Activities or Intervention	Yes	No
Summer learning or summer enrichment		
Afterschool program		
Extended instructional time (school day, school week, or school year)		
Tutoring		
Additional classroom teachers		
Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families		
Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families		
Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)		
Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.		
Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services		
Early childhood programs		
Curriculum adoption and learning materials		
Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff		
Other (Please specify):		

Note: For July 1, 2022-June 30, 2023 SAUs will need to provide expenditure detail (the amount expended by activities and innervations) rather than marking Y/N and will be required to report on capacity and participation.

3. Please describe how the selected activities or interventions address the disproportionate impact of COVID-19 on each listed underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic.

(3,000 character limit)

Part VII: Full-Time Equivalent (FTE) Positions

Provide the number of full-time equivalent (FTE) positions.

- **Full-Time Equivalent (FTE)** is the amount of time per week spent on an activity divided by the amount of time per week normally considered as full-time for that activity. **FTE should be expressed as a decimal to the nearest tenth.**
- The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.

To calculate the number of FTE staff members in each category, determine the number of hours that each staff member in that category works in a week. Add these numbers together and divide the total by the number of hours that represents "full time" to get the FTE number for that staff category.

Example:	35-hour week = 1.0 FTE 7 educational technicians each work 10 hours per week total number of hours worked is 7 ed techs X 10 hours = 70 hours 70 hours / 35 hours = 2.0 FTE for educational technicians
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1. Provide the number of **FTE** (*expressed as a decimal to the nearest tenth*) for the SAU as of:

10/1/2018	10/1/2019	4/1/2020	10/1/2020	10/1/2021	10/1/2022

Note: For July 1, 2022-June 30, 2023 SAUs will need to provide the count of **FTE staff type (ie. Special education, nurses, ELL) assigned to serve each school**, regardless of funding source, as of September 30, 2021. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2021-22 school year.

Part VIII: SAU Publicly Available Plans

1. Provide the URL of the publicly available *Plan for Safe Return to In-Person Instruction and Continuity of Services*:

2. 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?

	No	Yes	Date of plan publicly available on URL
Reviewed in the last six months			
Revised in the last six months			

3. Provide the URL of the publicly available *Use of Funds Plan*:

4. Has the *Use of Funds Plan* been reviewed and revised, if applicable, in the last six months?

	No	Yes	Date of plan publicly available on URL
Reviewed in the last six months			
Revised in the last six months			

Part IX: Davis-Bacon Act Requirements

Federally funded remodeling, renovation, and new construction must comply with applicable Uniform Guidance requirements, Davis-Bacon prevailing wage requirements, and all of the Department’s applicable regulations regarding construction at 34 CFR § 76.600 and § 75.600-75.618.

Davis-Bacon Act is administered by the U.S. Department of Labor and provides information. Briefly, SAUs must include language regarding prevailing wages in contracts, check that a Davis-Bacon poster is posted on the work site, monitor wages paid to labor hired by contractors and subcontractors, make sure anyone receiving apprenticeship wages on site are enrolled in a qualified apprenticeship program.

If the State prevailing wage applies to SAU construction/renovation projects,

- The SAU must obtain from DOL a schedule of prevailing wages and benefits for the project (26 MRS § 1306);
- The SAU must include the schedule in bid documents (26 MRS §1306);
- The contract with the contractor must include a provision that the contractor and all subcontractors will pay the state prevailing wages and benefits (26 MRS § 1309);
- The contractor and subcontractors must post a statement of the prevailing wages and benefits at the job site (26 MRS §1310);
- The contractor and subcontractors must keep records as required by 26 MRS § 1311;
- The contractor and subcontractors must require that “craft workers” have completed 10 hours of construction safety training (26 MRS § 1317).

For projects that are funded in whole or part by federal funds and subject to the Davis-Bacon Act, the state prevailing wage and benefits do not apply (26 MRS § 1314).

By checking yes, the SAU attests that it is aware and implementing the requirements of Davis-Bacon for approved repairs, improvements, and construction supported with ESSER funds.

- Yes
- No