

**FY 2023 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

General Directions and Essential Information

Welcome to the Performance Report for the CARES, CRRSA and APR Elementary and Secondary Education Emergency Relief (ESSER) funds. The **FY 2023 ESSER Performance Report will be available at: <https://www.4pcamaine.org/>**. The username and password the ESSER application and the federal grant reimbursement system will grant access to the Performance Report. The FY 2023 ESSER Performance Report is due **April 12, 2024**.

In the FY 2023 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, 2022 to June 30, 2023** 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. For **CARES ESSER 1** reporting, include reimbursements from July 1, 2022 through December 30, 2022 which includes the liquidation period.

A downloadable blank copy of the FY 2023 ESSER Performance Report can be accessed from the Office of Federal Emergency Relief Programs (OFERP) website. The OFERP team will be hosting a FY 2023 ESSER Performance Report office hour on Tuesday, February 13, 2024 at 10:00am. [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 February 28, 2024, through April 10, 2024. [Click here to register](#). Upon request, one-on-one technical assistance can be provided by the OFERP Team.

The FY 2023 ESSER Performance Report will require time and attention from the ESSER applicant coordinator and business office personnel at a minimum. The OFERP team encourages ESSER applicant coordinators to review the material below and request data from the SAU's technology coordinator, special services director, and/or central office staff as needed. To accurately complete the FY 2023 ESSER Performance Report, it is imperative that work commence promptly.

Parts with Sections	Focus
Part I: Performance Report Cover Sheet	Certification required
Part II: FY23 Expenditures by Category	July 1, 2022 to June 30, 2023 expenditures
Section a: by Object Code	FY 2023 expenditures by object code
NEW Section b: by Activity	FY 2023 expenditures by activity
NEW Section c: Hiring and Retention	Funds expended to support specific positions
Part III: Mandatory Reservation Funds	*NEW* Funds expended activity/intervention

NEW Part IV: Interventions and Participation	Supported activity/intervention with eligible/participating student group counts
NEW Student Enrollment by Subgroup	Students enrolled by student group
Part VI: ESSER Funds Supported Section a. Maintaining safe instruction Section b. Providing internet access Section c. Reengaging students	FY23 funds expended on identified items
Part VII: Allocation of ESSER Resources	SAU allocated portion of funds to schools
Part VIII: Full-Time Equivalent (FTE)	SAU FTE, regardless of funding, by date *NEW* School FTE by staff type as 10/1/22
Part IX: Planned Uses	Identifying use of unexpended funds
Part X: SAU Publicly Available Plans	URL with reviewed/revised dates
Part XI: Davis Bacon Requirements	Aware and implementation assurances

Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0749. *Public reporting burden for this collection of information is estimated to average 140 hours per SEA response and [140 hours per LEA response](#), including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.* Under the PRA, participants are required to respond to this collection to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact Joanne Bogart, US. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Part I: Performance Report Cover Sheet

Legal Name of Applicant:	Applicant's Mailing Address:
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245D and 84.245U) Name: Position: Office: Contact's Mailing Address: Zip Code Plus 4: Telephone: Fax: E-mail address: DUNS number (9-digits): UEI # (12-character, alphanumeric): Vendor Code (VC 10-digits):	
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	
Superintendent (Printed Name):	Telephone:
Signature of Superintendent: Certified by Electronic Signature	Date:

Part II: Fiscal Year 2023 Expenditures

a. Expenditures by Object Code

The total of the reimbursements processed by ESSER subgrant funds for fiscal year 2023 (July 1, 2022 to June 30, 2023) 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 2023 (July 1, 2022 to June 30, 2023). 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 2023 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 <i>(Report each expenditure in only one of the two ARP ESSER columns)</i>	Amount Expended on <u>Reservation</u> for loss of instruction project(s) <i>(This amount will be exclusive of the amount reported in the remaining column)</i>	Amount Expended on <u>Remaining</u> ARP ESSER project(s)
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 <i>(the sum of the reservation and remaining columns should equal the total FY23 reimbursement requests)</i>	Auto-calculate from the 4-categories above	Auto-calculate from the 4-categories above

b. Expenditures by Activity

Provide the amount of the SAU expenditures by ESSER Subgrant fund and activity for fiscal year 2023 (July 1, 2022 to June 30, 2023). The total amount reported for activities below must total the amount reported by category above in Part II. Section a. For ARP ESSER III, the categories should be equal to the sum of both columns of ARP ESSER III in Part II. Section a.

Report any expenditure ONLY ONCE in the table below. Please use the most appropriate and most specific applicable activity for each expenditure.

Activities	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
Addressing Physical Health and Safety	Auto-calculate from rows a-i below		
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			
g. Other health protocols not listed above and aligned to guidance from the Centers for Disease Control and Prevention (CDC) such as: vaccines for staff and/or students, COVID-19 testing for staff and/or students, contact tracing, masks			
Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Auto-calculate from rows a-i below		
h. Extended learning and/or summer learning			
i. Tutoring			
j. Additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities,			

English learners, LGBTQ+ students, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic			
k. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunities to learn data systems			
l. 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 the foster care services			
m. Early Childhood Programs			
n. Hardware and software			
o. Wi-Fi, broadband, or other connectivity			
p. Curriculum adoption and learning materials			
q. Core staff capacity building / training to increase instructional quality and advance equity			
r. Investments in talent pipelines for teachers and/or classified staff			
Mental Health Supports for Students and Staff	Auto-calculate from rows a-i below		
s. Additional staffing and/or activities to assess and support social-emotional well-being, including mental health, for students, educators and/or families			
Operational Continuity and Other Allowed Uses	Auto-calculate from rows a-i below		
t. Any activity not described above that is authorized by the McKinney-Vento Homeless Assistance Act			
u. Any activity not described above that is authorized by the Elementary and Secondary Education Act of 1965			

v. Any activity not described above that is authorized by the Individuals with Disabilities Education Act			
w. Any activity not described above that is authorized by the Adult Education and Family Literacy Act			
x. Any activity not described above that is authorized by the Carl D. Perkins Career and Technical Education Act of 2006			
y. Other activities not described above that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency			
Total ESSER Expenditures	Auto-calculate from the 4-categories above		

c. Hiring and Retention of Specific Positions

The amounts below are self-reported in the salaries and benefits of Part II: Fiscal Year 2023 Expenditures, section a. Expenditures by Object Code:

	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
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			
Subgrant Total:	Auto-calculate from the 4-categories above	Auto-calculate from the 4-categories above	Auto-calculate from the 4-categories above
Grand Total:	Auto-calculate the sum of the 3 subgrant totals above		

Indicate the total **AMOUNT** of ESSER funds that supported these specific positions. Support indicates salaries and/or benefits that were partially or fully paid with any of the ESSER funds.

Total amount expended on:	Specific Positions
	Special educators and related service personnel
	Paraprofessionals
	Bilingual or English as a second language educators
	School counselors, school psychologists and/or social workers
	Nurses
	Short term contractors
	Classroom educators, not covered by previous categories
	Support personnel, not covered by previous categories
	Administrative staff, not covered by previous categories

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

Section 2001(e)(1) of the ARP Act requires an LEA to reserve no 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.

Amount established by the Reservation projects in the ARP application	
Amount established by the self-reported expenses in Part II: Fiscal Year 2023 Expenditures, section a. Expenditures by Object Code	

1. Provide the **amount** expended on each of the activities or interventions listed below:

Activities or Intervention	Amount Expended
a. Summer learning or summer enrichment	
b. Afterschool program	
c. Extended instructional time (school day, week, or year)	
d. Tutoring	
e. Additional classroom teachers	
f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	
g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	
h. 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)	
i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.	
j. 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	
k. Early childhood programs	
l. Curriculum adoption and learning materials	
m. Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	
n. Other (Please specify):	

2. Please describe how the activities or interventions ***supported above*** 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 IV: SAU Interventions and Participation

How did the LEA use ESSER funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID19 pandemic?

Mark Yes or No to each activity below; if an activity was offered by the LEA, additional information will be requested. provide the number of eligible students in the LEA and the number of students that participated. (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants.)

1. Evidence-based summer learning or summer enrichment programs offered?

- Yes
- No

1.1: Is this program available to **ALL** students?

- No, indicate the number of students this program serves at full capacity: _____

Yes

1.2: Total unique headcount of students that **participated** in this activity: _____

1.3: Indicate the number of students from each student group enrolled in this activity below:

Student Group <i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>	# Enrolled eligible Students at SAU in subgroup <i>*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</i>	# Eligible students in subgroup participating
a. Students with one or more disabilities		
b. Low-income students		
c. English 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		
l. White		
m. Two or more races		
n. Other student subpopulation (Please specify):		

2. Evidence-based afterschool programs offered?

Yes

No

2.1: Is this program available to **ALL** students?

No, indicate the number of students this program serves at full capacity: _____

Yes

2.2: Total unique headcount of students that **participated** in this activity: _____

2.3: Indicate the number of students from each student group enrolled in this activity below:

Student Group <i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>	# Enrolled <u>eligible</u> Students at SAU in subgroup <i>*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</i>	# Eligible students in subgroup <u>participating</u>
a. Students with one or more disabilities		
b. Low-income students		
c. English 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		
l. White		
m. Two or more races		
n. Other student subpopulation (Please specify):		

3. Extended Instructional Time (including extended school day, week, or year) offered?

- Yes
- No

3.1: Is extended instructional time in place at **all schools** within the SAU?

- Yes
- No

3.2: Total unique headcount of students enrolled in schools within the SAU with mandatory extended instructional time: _____

3.3: Indicate the number of students from each student group enrolled in this activity below:

Student Group <i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>	#Students Enrolled in Schools with (Mandatory) Extended Instructional Time
a. Students with one or more disabilities	
b. Low-income students	

c. English 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	
l. White	
m. Two or more races	
n. Other student subpopulation (Please specify):	

4. Evidence-based high dosage tutoring offered?

- Yes
- No

4.1: Is this program available to **ALL** students?

- No, indicate the number of students this program serves at full capacity: _____
- Yes

4.2: Total unique headcount of students that **participated** in this activity: _____

4.3: Indicate the number of students from each student group enrolled in this activity below:

Student Group <i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>	# Enrolled eligible Students at SAU in subgroup <i>*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</i>	# Eligible students in subgroup participating
a. Students with one or more disabilities		
b. Low-income students		
c. English 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		
l. White		
m. Two or more races		
n. Other student subpopulation (Please specify):		

5. Early childhood education program expansion or enhancement offered?

- Yes
 No

5.1: Did this SAU expand or enhance its early childhood program?

Mark Y/N to each below.

a. Expand

- No
 Yes. If yes, respond to the questions below:
- o How many additional students or slots were funded with ESSER in the most recent school year? _____
 - o Please include students or slots that were fully and partially funded with ESSER funds _____

b. Enhance

- No
 Yes

5.2: Total unique headcount of students that **participated** in this activity: _____

5.3: Indicate the number of students from each student group enrolled in this activity below:

Student Group <i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>	# Enrolled eligible Students at SAU in subgroup <i>*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</i>	# Eligible students in subgroup participating
a. Students with one or more disabilities		
b. Low-income students		
c. English 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		
l. White		
m. Two or more races		
n. Other student subpopulation (Please specify):		

This section will be pre-populated with the October 1, 2022 certified data from NEO.

Part V: Total LEA Student Enrollment by Demographic Subgroup

Indicate the total number of enrolled students within the LEA by each student group below. Students should be counted in all student groups to which they belong.

Student Group	Count Enrolled Students
a. Students with one or more disabilities	
b. Low income students	
c. English 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	
l. White	
m. Two or more races	
n. Other student subpopulation (Please specify):	
Total Unique Headcount of Enrolled Students <i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>	

Part VI: ESSER Funds Supported

a. Maintaining Safe In-Person Instruction

1. Did the SAU expend ESSER funds on any of the items below in FY 23 (July 1, 2022 to June 30, 2023)? 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		

b. Internet Access

2. Did the SAU use ESSER to provide home Internet access for any students in FY 23 (July 1, 2022 to June 30, 2023)? Mark 'YES' only 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):		

c. Reengaging Students

3. Did the SAU seek to reengage students with poor attendance or participation in FY 23 (July 1, 2022 to June 30, 2023)? Mark 'YES' only if ESSER funds were expended on the activity. 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 VII: Allocation of ESSER Resources within SAU

4. Did the SAU allocate some portion of ESSER funds to schools in FY 23 (July 1, 2022 – June 30, 2023)? Mark ‘YES’ only if ESSER funds were expended on the activity. Otherwise mark ‘NO’.

	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):		

This section will be pre-populated with the October 1, 2022 certified data from NEO.

Part VIII: 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:	<p>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</p>
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1. Provide the number of FTE (expressed as a decimal to the nearest tenth) regardless of whether the position is funded by Federal, State, local, or other funds for the SAU as of:

10/1/2018	10/1/2019	3/13/2020	10/1/2020	10/1/2021	10/1/2022	10/1/2023
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2. Provide the number of FTE staff assigned to serve **each school** in this LEA, regardless of funding source, as of October 1, 2022.

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 2022-23 school year.

Count FTE by Staff Type (to the nearest tenth) at each school as of October 1, 2022

School Name (within LEA)	Special educators and related service personnel, including paraprofessionals	Bilingual educators or English as a second language educators	School counselors, social workers, or school psychologists	Nurses

Part IX: 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.

% Remaining Funds Planned for:			
	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
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 X: 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
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
Reviewed in the last six months			
Revised in the last six months			

Part XI: Davis Bacon 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