

# American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund: Summary of Instructional Modalities for School Year 2020-21

## Purpose

Per the requirements of the [American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund](#):

“To facilitate consultation on an SEA's ARP ESSER plan and ongoing communication with the public, under the requirement, an SEA must also make information publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website, on the numbers of schools in the State providing each mode of instruction (i.e., fully remote or online-only instruction, both remote/online instruction and in-person instruction (hybrid model), and full-time in-person instruction). The SEA must also make publicly available student enrollment data and, to the extent available, student attendance data for all students and disaggregated by students from low-income families, students from each racial and ethnic group, gender, English learners, children with disabilities, children experiencing homelessness, children in foster care, and migratory students for each mode of instruction,”

The Vermont Agency of Education (AOE) is submitting the information posted below for public review and comment. To submit a public comment, email [AOE.EdInfo@vermont.gov](mailto:AOE.EdInfo@vermont.gov) with the subject line “Public Comment: ARP ESSER Summary of Instruction Modalities”.

## Description of Information

Throughout SY21, the AOE has conducted a survey activity that has played an active and ongoing role in Vermont's COVID-19 response. The Strong and Healthy Schools Survey (SHS), first deployed in September 2020, is a monthly collection of Continuity of Operations questions and a twice-yearly extended collection comprised of both Continuity of Operations and Continuity of Learning questions.

The monthly collection questions that have centered on mode of instruction provide insight into: (1) mode of instruction reported across grade spans (elementary, middle high school), (2) the percent of students in each mode of instruction across grade levels in each school, (3) if students are in a hybrid model, the split of in-person/remote days, (4) the activities that occur in hybrid 1-day remote models, and (5) whether students/families could choose mode of instruction.

Survey results have and do inform current and future guidance, enable coordinated support efforts across the state, and meet federal reporting expectations for assessments such as NAEP.

These data are shared with the Vermont Department of Financial Regulation, who has led the VT COVID-19 data modeling effort, the Vermont Department of Health, and the general public via an interactive dashboard. The SHS is deployed the last Friday of each month to LEA superintendents and is due the following Friday (i.e., a one-week timeframe to complete the response).

The collection tool provided a means by which superintendents could direct how supervisory district/union questions were answered, while coordinating with their principals to answer school-specific questions all within one survey. LEAs were asked to answer questions to the best of their ability and in a manner that best reflects, when appropriate, a monthly average. This survey is a required activity, designed to ensure that Vermont can maintain a strong, coordinated, statewide response to the ongoing emergency.

To disaggregate the data based on the required demographic groups, the AOE cross-referenced available demographic data for each SU/SD with the information collected through the Strong and Healthy Schools Survey.

### Students from Low-Income Families

Data source as of May 2021: DC06

**Table 1: Students Identified as from Low-Income Families**

	n	%
Not from Low-Income Family	51,587	65.36
From Low-Income Family	27,340	34.64
Total	78,927	100.00%

**Table 2: Instruction Modality Estimated for Students Identified as from Low-Income Families**

	In Person	Hybrid	Remote
Students from Low-Income Families	9,700	14,723	2,917

## Students from Each Racial or Ethnic Background Used by the State for Reporting Purposes

Data source as of May 2021: DC06

**Table 3: Students by Race/Ethnicity**

Race/Ethnicity	n	%
White	70,023	88.72
Multiple race	2,724	3.45
Hispanic	2,081	2.64
African American, Black	2,005	2.54
Asian	1,755	2.22
American Indian, Alaska Native	238	0.3
Hawaiian, Pacific Islander	101	0.13
Total	78,927	100.00

**Table 4: Instruction Modality Estimated by Student Race/Ethnicity**

	In Person	Hybrid	Remote
White	24,844	37707	7471
Multiple race	966	1467	291
Hispanic	738	1121	222
African American, Black	711	1080	214
Asian	623	945	187
American Indian, Alaska Native	84	128	25
Hawaiian, Pacific Islander	36	54	11

## Students by Gender

Data source as of May 2021: DC06

**Table 5: Students by Gender**

	n	%
Male	41,094	52.07
Female	37,833	47.93

## English Learners

Data source as of May 2021: DC04. N=1,803.

**Table 6: Instruction Modality by English Learner Status**

	In Person	Hybrid	Remote
English Learners	640	971	192

## Children with Disabilities

Data source as of May 2021: Child Count Data, December 2020. All ages included. N=16,085.

**Table 7: Instruction Modality Estimated for Students with Disability**

	In Person	Hybrid	Remote
Students with Disability	5,707	8,662	1,716

## Students Experiencing Homelessness

Data source as of May 2021: DC06

**Table 8: Students Experiencing Homelessness**

	n	%
Student Experiencing Homelessness	568	0.72
Students Not Experiencing Homelessness	78,359	99.28

**Table 9: Instruction Modality Estimated for Student Experiencing Homelessness**

	In Person	Hybrid	Remote	Total
Students Experiencing Homelessness	202	306	61	569

**Children and Youth in Foster Care**

Data source as of May 2021: Students ages 3-19 in Department of Children and Families custody (aggregate). N=845

**Table 10: Instruction Modality Estimated for Students in Foster Care**

	In Person	Hybrid	Remote
Students in Foster Care	300	455	90

**Migratory Students**

Data source as of May 2021: DC04. N=109.

**Table 11: Instruction Modality Estimated for Migratory Students**

	In Person	Hybrid	Remote
Migratory Students	39	59	12

**Other Groups of Students Identified by the State**

Youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students

Data source as of May 2021: Criminal Justice System (DOC / IS900) N=360; No data collection available for students who missed remote instruction or LGBTQ+ students.

**Table 12: Instruction Modality Estimated for Students in Department of Corrections**

	In Person	Hybrid	Remote
Students in Department of Corrections	128	194	38

## Instruction Modalities by Schools

Data source as of May 2021: Strong and Healthy Schools Survey, March 2021 respondents. N=261.

**Table 13: Learning Modality by School**

Learning Modality (Note: Most schools operate more than one modality)	n	%
In person	157	60.15
Hybrid	145	55.56
Remote	248	95.02

## Students by Instruction Modalities

Data source as of May 2021: Strong and Healthy Schools Survey, March 2021 respondents; these numbers would vary slightly month to month. N = 58,885.

**Table 14: Learning Modality by School**

Learning Modality	n	%
In person	20,894	35.48
Hybrid	31,707	53.85
Remote	6,284	10.67