

# **ESSER Annual Performance Report Requirements for FY 21**

Agency of Education

May 12, 2022

# Presenters and Panelists

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# Agenda

1. Review of USED ESSER Data Reporting Requirements and Data Element Categories for FY 21 ESSER APRs
2. GMS ESSER Data Reporting Walkthrough for LEAs
3. Opportunities for Support, Key Takeaways & Next Steps
4. Contacts, Resources and Q&A

**Important: The following slides only include the requirements for the FY 21 ESSER I and ESSER II APR.**

**LEAs will not have any items to report for ARP ESSER for FY21.**

**[The requirements for subsequent years will be made available in a follow up webinar in 2022.]**

# **ESSER FY 21**

## **Requirements, Definitions and Timelines**

# ESSER APR FY 21 Reporting Window

- APR tool opens in GMS on May 16, 2022 and closes on June 17, 2022
- AOE must submit APR by July 1, 2022

# ESSER LEA Reporting Requirements

- The US Department of Education has released [final data collection reporting requirements](#) for all ESSER fund grants (ESSER I, II and ARP ESSER).
- Comprehensive data are required to be submitted by states (SEAs) and LEAs regarding their usage of ESSER grant funds
- Most of the required data elements (fiscal, program and personnel) are new and are not currently captured through existing AOE collections
- Data response types for FY21 include a combination of Y/N (or True/False) and open-ended responses (as applicable)

# ESSER LEA Reporting Requirements (cont)

- LEAs must complete all sections of this report based on all ESSER funds received, as applicable
- **All items require a response, unless they have been greyed out as optional for this year.**
- Refer to budget and narrative response information provided in ESSER I and II funding application(s) and associated Statbook entries, as applicable, while completing this reporting. This will help to ensure LEA reported responses are consistent with information in your approved funding application and expenditures



# ESSER Data Reporting Elements

## Fiscal

- Total amounts allocated, and actual expenditures, disaggregated by activity category, within each grant within the reporting period (**AOE will report this data**).
- There are four primary activity categories
- Reporting of planned uses of funds based as a percentage of funds remaining

## Program

- Series of survey-style Yes/No responses across four survey categories
- In future years, LEAs will also need to provide responses regarding the 20% required set-aside to address learning loss (ARP ESSER)

## Personnel

- Reporting of Total LEA FTE counts of all staff within the LEA, regardless of whether the position is funded by Federal, State, local, or other funds
- In future years, additional staffing data will be required

# Key Definitions and Timeframes

- For the purposes of this report, the VT-AOE is defining “expenditure” as a charge paid, which is presumed to benefit the current fiscal year. AOE will use Statbook to pull expenditure data on behalf of LEAs.
- Reporting periods must remain distinct and any expenditure should be counted in ONLY ONE reporting period. For FY 21:
  - ESSER I: October 1, 2020 –June 30, 2021 (portion of state fiscal year FY21)
  - ESSER II: July 1, 2020 –June 30, 2021 (state fiscal year FY21)
  - **No ARP ESSER reporting for this year.**

# Finding the FY 21 APR report

Select Fiscal Year:



▶ **Created**

**Central Data Collections**

Application Name	Revision	Status	Date	Actions
Central Data	Amendment 2	Final Approved	3/24/2021	<a href="#">OPEN</a> <a href="#">REVIEW SUMMARY</a>
▶ CIP - Continuous Improvement Plan				
Title I Participation Report	Original Application	Final Approved	7/9/2021	<a href="#">OPEN</a> <a href="#">REVIEW SUMMARY</a>
Title I Comparability	Original Application	Final Approved	12/28/2020	<a href="#">OPEN</a> <a href="#">REVIEW SUMMARY</a>
CFP Data Equitable Share	Original Application	Final Approved	2/5/2021	<a href="#">OPEN</a> <a href="#">REVIEW SUMMARY</a>
ESSER Performance Reporting	Original Application	Not Submitted		<a href="#">OPEN</a> <a href="#">REVIEW SUMMARY</a>
GEER Performance Report	Original Application	Not Submitted		<a href="#">OPEN</a> <a href="#">REVIEW SUMMARY</a>



# GMS Report Walkthrough

- When do we need to submit our FY 21 report in GMS?
  - The reporting window is from **May 16 – June 17, 2022**
- Who can fill out the report?
  - Anyone who had permissions to complete ESSER I or II application and/or Business Managers
- Who can submit the report?
  - Superintendents (as the authorized signatories for ESSER funds)

# **GMS Summary**

## **Overview and Definitions**

# Overview - ESSER Performance Report

Application: 2021 ESSER Performance Reporting - 00-  
 Cycle: Original Application

Project Period: 7/1/2021 - 6/30/2022

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## ESSER Performance Report

[Instructions](#)

All recipients of Elementary and Secondary School Emergency Relief (ESSER) funds, which includes ESSER funds authorized under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and the American Rescue Plan (ARP) must complete this report in order to fulfill the annual ESSER fund reporting requirements. The following tables show the annual reporting periods for each ESSER fund.

### ESSER I under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

Annual Report	Applicable Reporting Period
Second Annual Report	October 1, 2020-End of State Fiscal Year 2021
Third Annual Report	State Fiscal Year 2022
Fourth Annual Report	State Fiscal Year 2023*

### ESSER II under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA Act)

Annual Report	Applicable Reporting Period
First Annual Report	State Fiscal Year 2021
Second Annual Report	State Fiscal Year 2022
Third Annual Report	State Fiscal Year 2023
Fourth Annual Report	State Fiscal Year 2024*

### ARP ESSER under the American Rescues Plan (ARP) ACT

Annual Report	Applicable Reporting Period
First Annual Report	State Fiscal Year 2021
Second Annual Report	State Fiscal Year 2022
Third Annual Report	State Fiscal Year 2023
Fourth Annual Report	State Fiscal Year 2024
Fifth Annual Report	State Fiscal Year 2025*

\* Note: annual performance reports are required until all funds have been liquidated. Given the variation in State Fiscal Year closes and the rate at which state and subgrantees expend funds, some states may be required to submit an additional report(s) to cover activities that occur between the close of the Fiscal Year 2023 and the end of the respective grant period for ESSER I, ESSER II, and/or ARP ESSER.

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# Overview - Definitions

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

ESSER PERFORMANCE REPORT DEFINITIONS CONTACT INFORMATION

## Definitions

The United States Department of Education provided the following definitions for this report.

ARP -	American Rescue Plan Act of 2021
ARP ESSER -	Elementary and Secondary School Emergency Relief fund authorized under section 2001 of the American Rescue Plan Act of 2021
Awarded -	An SEA awards funds when it makes a subgrant to an LEA or, in the case of the SEA Reserve, when it enters into a subgrant or contract with a subrecipient.
CARES (ESSER I)	Coronavirus Aid, Relief, and Economic Security Act
CARES (ESSER II)	Coronavirus Response and Relief Supplemental Appropriations
ESSER I - (CARES)	Elementary and Secondary School Emergency Relief fund authorized under Section 18003 of Division B of the Coronavirus Aid Relief, and Economic Security (CARES) Act
ESSER II (CRRSA)	Elementary and Secondary School Emergency Relief fund authorized under Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act
Evidence-based	The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to an SEA, LEA, or school activity, means an activity, strategy, or intervention that: Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— -Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1"); -Moderate evidence from at least one well-designed and well-implemented quasi experimental study ("tier 2"); or -Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or -Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4"). Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based.
Expended	The actual spending of money; an outlay. For purposes of this reporting, reimbursements that are made in the current reporting period that reimburse expenditures made prior to the start of the reporting period and on or after March 13, 2020, are considered "expenditures" for this reporting period. Note: for the purposes of this report, the VT-AOE is defining expenditure as a charge paid, or accrued but not yet paid, which is presumed to benefit the current fiscal year.
Full-Service Community School	The term "full-service community school" means a public elementary school or secondary school that—participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.
GS	U.S. Department of Education's grant management and payment system
LEA	Local Educational Agency
Planned Uses of Funds -	Remaining funds that have been earmarked or budgeted for specific purposes are considered "Planned Uses" of Remaining Funds. The Department acknowledges these plans may change; please provide the LEA's most current information regarding budgeted or earmarked uses of remaining funds.
Qualified Educator	For the purposes of this document "qualified" means an educator has met all requirements to earn a state license or certification in the area they are assigned to teach (and does not include substitute or provisional license or certification).
Remaining Funds	The balance remaining after all expenditures through the end of the reporting period have been subtracted from the total award.
SEA	State Educational Agency
SEA Reserve Funds	An SEA may reserve 10 percent or less of its ESSER I and II grants (the "SEA Reserve"), to address emergency needs as determined by the SEA resulting from COVID-19, which may be addressed through the use of subgrants or contracts, and up to 1/2 of 1 percent of its total ESSER I and II award for administrative costs, which must come from the SEA reserve. An SEA must reserve at least 7 percent of its ARP ESSER award for mandatory set-asides for evidence-based interventions, as described below, and up to 3 percent for emergency needs as determined by the SEA (the "SEA Reserve"). An SEA may also reserve up to 1/2 of 1 percent of its total ARP ESSER award for administrative costs, which must come from the 3 percent for emergency needs.
State	The 50 States, the District of Columbia, and the Commonwealth of Puerto Rico
Use of Funds Detail for Prospective Reporting	Note: grantees will need to report expenditures by the following "use of funds categories" in subsequent ESSER Performance Reports. For the FY21 report, the AOE will use Statbook to report expenditures for LEAs and will develop a standard list of Object and Function codes that LEAs can use for subsequent years that are associated with the categories below.

Use of funds categories	Activity
Addressing physical health and safety	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

# Overview - Contact Information

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## LEA Contact Information

[Instructions](#)

Note: The contact data on this page are maintained within the LEA Central Contact system. Any changes to the LEA Contact information should be made in the LEA Central Contact system.

### Superintendent:

Last Name*	<input type="text" value="Barewicz"/>	First Name*	<input type="text" value="Jessica"/>
Phone*	<input type="text" value="802"/> <input type="text" value="476"/> <input type="text" value="5011"/>	Extension	
Summer Phone	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	
Email*	<input type="text" value="jpandbsu@buusd.org"/>		

### Business Manager/Financial Officer:

Last Name*	<input type="text" value="Perrault"/>	First Name*	<input type="text" value="Lisa"/>
Phone*	<input type="text" value="802"/> <input type="text" value="476"/> <input type="text" value="5011"/>	Extension	
Summer Phone	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	
Email*	<input type="text" value="lperrbsu@buusd.org"/>		

### ESSER Performance Report Point of Contact:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	
Summer Phone	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	
Email*	<input type="text"/>		

\* Denotes required field

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# **GMS Summary**

## **Grants and Planned Uses**

# Grants - ESSER Allocation Overview

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

ESSER ALLOCATION OVERVIEW MANDATORY PLANNED USES

## ESSER Allocation Overview

The Federal government created two categories of ESSER Fund grants: mandatory grants and state set-aside grants. Mandatory grants are those federally required to be made to LEAs based on the LEA's share of funds received under Title I, Part A.

The table below provides, for each ESSER fund and grant awarded by the VT-AOE, the total amount allocated to your SU/SD during the reporting period. The VT-AOE will not require LEAs to submit their expenditure data in the Annual Performance Report. Instead VT-AOE will use Statbook to pull the required expenditure data as defined in sections 3b.1 and 3b.10 (expenditure totals) of the [ESSER I/ESSER II/ARP ESSER Recipient Data Collection Form](#)

ESSER Fund	Grant Name	Federal Category	Total Allocation
CARES (ESSER I)	CARES	Mandatory	0
CRRSA (ESSER II)	CRRSA-ESSER II	Mandatory	4,673,890
ARP ESSER	ARP ESSER	Mandatory	10,495,696

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# Reporting of planned uses of funds

- All LEAs will report their planned (budgeted) uses of their remaining ESSER I and II funds within the four activity categories **as of June 30, 2021**
- Data entered for this section will be percentages
- Refer to the budget information provided in ESSER I, II and ARP ESSER LEA grant application(s) to ensure LEA reported responses are consistent with the information in approved funding applications
- \*Note: For the ARP ESSER column, LEAs may put 100% in the “Not yet planned for specific use”

# Grants – Mandatory Planned Uses

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

ESSER ALLOCATION OVERVIEW MANDATORY PLANNED USES

## Mandatory Planned Uses

**Reporting Requirements 3.b3-b5**  
 In the table below, please provide the % of Remaining Funds that have Planned Uses for the purposes below for each of the ESSER funds. As a reminder, the US Department of Education defines planned uses as remaining funds (those not expended during the current reporting period) that have been earmarked or budgeted for specific purposes. Planned uses of funds should be reported according to their planned use as of June 30, 2021 reporting period. The Department understands that these planned uses could change, and you will not have to reconcile the planned uses you report against future expenditures.

Use of Funds Categories for remaining ESSER Mandatory Grants funds	CARES (ESSER I) planned uses of remaining funds		CRRSA (ESSER II) planned uses of remaining funds		ARP ESSER planned uses of remaining funds
	Percentage		Percentage		Percentage
Remaining funds planned for addressing Physical Health and Safety	<input type="text"/>		<input type="text"/>		<input type="text"/>
Remaining funds planned for meeting students academic, social, emotional and other needs (excluding mental health supports)	<input type="text"/>		<input type="text"/>		<input type="text"/>
Remaining funds planned for mental health supports for students and staff	<input type="text"/>		<input type="text"/>		<input type="text"/>
Remaining funds planned for operational continuity and other uses	<input type="text"/>		<input type="text"/>		<input type="text"/>
Remaining funds not yet planned for specific use	<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>Total Percentage</b>	<input type="text"/>		<input type="text"/>		<input type="text" value="0"/>

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# **GMS Summary**

## **Details on Expended Use of Funds**

# Primary Activity Categories for Expenditures

1. Addressing Physical Health and Safety
2. Meeting Students' Academic, Social, Emotional, and Other Needs  
*(Excluding Mental Health Supports)*
3. Mental Health Supports for Students and Staff (NOTE: 'Mental health supports' are defined as services provided by a licensed mental health professional. Services delivered by non-licensed professionals should be reported as "Meeting Students' Academic, Social, Emotional, and Other Needs".)
4. Operational Continuity and Other Allowed Uses

# Details – Safe In-Person

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OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

SAFE IN-PERSON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION

## Safe In-Person

In this and the following tabs, LEAs are asked to provide Y/N responses to the expended use of ESSER funds for the current reporting period. For FY 21 this will mean funds that were expended between July 1, 2020 and June 30, 2022. The VT-AOE has provided an Accounting Guide to support LEAs in answering these questions and ensure consistent responses across all LEAs.

### Reporting Requirements 3.b6

In the table below, indicate if your school district expended ESSER funds on any of the items below in the current reporting period. ESSER refers to CARES (ESSER I), CRRSA (ESSER II), and ARP ESSER funds. Please note that the United States Department of Education supplied the VT-AOE with the following list and requires responses to each.

#### Maintaining Safe In-Person Instruction

	Yes	No
Promoting Vaccination	<input type="radio"/>	<input type="radio"/>
Consistent and correct mask use	<input type="radio"/>	<input type="radio"/>
Physical distancing	<input type="radio"/>	<input type="radio"/>
Screening testing to promptly identify cases, clusters, and outbreaks	<input type="radio"/>	<input type="radio"/>
Ventilation	<input type="radio"/>	<input type="radio"/>
Handwashing and respiratory etiquette	<input type="radio"/>	<input type="radio"/>
Staying home when sick and getting tested	<input type="radio"/>	<input type="radio"/>
Contact tracing, in combination with isolation and quarantine	<input type="radio"/>	<input type="radio"/>
Cleaning and disinfection	<input type="radio"/>	<input type="radio"/>

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# Details – Internet Access

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

SAFE IN-PERSON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION

## Internet Access

In this and the following tabs, LEAs are asked to provide Y/N responses to the expended use of ESSER funds for the current reporting period. For FY 21 this will mean funds that were expended between July 1, 2020 and June 30, 2022. The VT-AOE has provided an Accounting Guide to support LEAs in answering these questions and ensure consistent responses across all LEAs.

### Reporting Requirements 3.b7

In the table below, indicate if your school district used ESSER funds to provide home internet access for any students in the current reporting period. ESSER refers to CARES (ESSER I), CRRSA (ESSER II), and ARP ESSER funds.

Type of internet service provided with ESSER funds	Yes	No
Mobile hotspots with paid data plans	<input type="radio"/>	<input type="radio"/>
Internet connected devices with paid data plans	<input type="radio"/>	<input type="radio"/>
District pays for the cost of home internet subscription for student	<input type="radio"/>	<input type="radio"/>
District provides home internet access through a district-managed wireless network	<input type="radio"/>	<input type="radio"/>
Other; if yes, please specify	<input type="radio"/>	<input type="radio"/>
<input type="text"/>		

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# Details - Re-engagement

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

SAFE IN-PERSON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION

## Reengagement

Did your school district or entity seek to reengage students with poor attendance or participation?

Yes  No

In this and the following tabs, LEAs are asked to provide Y/N responses to the expended use of ESSER funds for the current reporting period. For FY 21 this will mean funds that were expended between July 1, 2020 and June 30, 2021. The VT-AOE has provided an Accounting Guide to support LEAs in answering these questions and ensure consistent responses across all LEAs.

### Reporting Requirements 3.b8

In the table below, indicate how your school district sought to reengage students with poor attendance of participation. Please answer regardless of whether any ESSER funds were used for this purpose.

Activities to Reengage Students	Yes	No
a. Direct outreach to families	<input type="radio"/>	<input type="radio"/>
b. Engaging the school district home liaison	<input type="radio"/>	<input type="radio"/>
c. Partnering with community-based organizations	<input type="radio"/>	<input type="radio"/>
d. Offering home internet service and/or devices	<input type="radio"/>	<input type="radio"/>
e. Implementing new curricular strategies ot improve student engagement	<input type="radio"/>	<input type="radio"/>
f. Offering credit recovery and/or acceleration strategies	<input type="radio"/>	<input type="radio"/>
g. Other (please describe)	<input type="radio"/>	<input type="radio"/>
<input type="text"/>		

# Details – Staffing Full Time (FTE)

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

SAFE IN-PERSON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION

FULL-TIME EQUIVALENT (FTE) POSITIONS FTE STAFF CATEGORIES ESSER FUNDED STAFFING

## Full-Time Equivalent (FTE) Positions

### Reporting Requirements 5.a

Provide the number of full-time equivalent (FTE) positions for the LEA as of the listed reporting dates. (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.)

	Total number of positions
Full-time equivalent (FTE) positions as of September 30, 2018	<input type="text"/>
Full-time equivalent (FTE) positions as of September 30, 2019	<input type="text"/>
Full-time equivalent (FTE) positions as of March 13, 2020	<input type="text"/>
Full-time equivalent (FTE) positions on September 30, 2020	<input type="text"/>
Full-time equivalent (FTE) positions on September 30, 2021*	<input type="text"/>

\*Subgrantees will provide the FTE information for September 30 of the most current year in each annual performance report.

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# Details – FTE Staff Categories

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

SAFE IN-PERSON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION

FULL-TIME EQUIVALENT (FTE) POSITIONS FTE STAFF CATEGORIES ESSER FUNDED STAFFING

## FTE Staff Categories

### Reporting Requirements 4.c1

Please provide the count of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of **September 30, 2020**. 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 2020-21 school year.

School Name	Count FTE by Staff Type (to the nearest tenth)	
	Staff Type	FTE
<input type="text"/>	Special educators and related service personnel, including paraprofessionals	<input type="text"/>
	Bilingual educators or English as a second language educators	<input type="text"/>
	School counselors, social workers, or school psychologists	<input type="text"/>
	Nurses	<input type="text"/>

ADD ADDITIONAL ENTRIES

# Details- ESSER Funded Staffing

## [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

SAFE IN-PERSON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION

FULL-TIME EQUIVALENT (FTE) POSITIONS FTE STAFF CATEGORIES ESSER FUNDED STAFFING

### ESSER Funded Staffing

Note: For FY 21 LEAs do not need to submit responses for this tab. For FY 22 reporting we will ask LEAs to provide Yes/No responses. Please note that beginning in Year 4 of ESSER I and Year 3 of ESSER II and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N. VT-AOE will provide more information concerning these reporting requirements in FY 23.

#### School District or Entity Hiring and Retention of Specific Positions with CARES (ESSER I), CRRSA (ESSER II), and/or ARP ESSER Mandatory Grants

##### Reporting Requirements 3.b10

In the table below, indicate the total number of the specific positions listed below supported with any ESSER funds—ESSER refers to CARES (ESSER I), CRRSA (ESSER II), and ARP ESSER funds. For the purposes of this report, "supported" indicates that salaries and/or benefits (including stipends) that were partially or fully paid with ESSER funds. VT-AOE interprets "position" as a headcount, not as FTE. "Position" refers to the total number of people employed in each position and supported with ESSER funds, including full-time and part-time employees and contractors.

Position	Total number of positions supported with ESSER funds
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	

<https://vtaoe-test.mtwams.org/VermontGMSWeb/ApplicationShell.aspx?Displ...>

# Details – School Distribution

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

SAFE IN-PERSON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION

## Individual School Distributions

Did your school district distribute some portion of ESSER funds to individual schools in this reporting period?

Yes  No

Note that ESSER refers to CARES (ESSER I), CRRSA (ESSER II), and ARP ESSER funds.

### Reporting Requirements 3.c

In the table below, indicate how your school district or entity allocated ESSER funds to schools. Note that if your school district or entity allocated funds using a weighted formula of total number of enrollments and total number of enrolled students with disabilities, then mark "Y" to both rows a and b below.

Criteria Used to Distribute Funds to Individual Schools within District		
	Yes	No
a. Flat amount per school or per pupil	<input type="radio"/>	<input type="radio"/>
b. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners	<input type="radio"/>	<input type="radio"/>
c. 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	<input type="radio"/>	<input type="radio"/>
d. Measure(s) of lost instructional time ("learning loss")	<input type="radio"/>	<input type="radio"/>
e. Stakeholder or community input	<input type="radio"/>	<input type="radio"/>
f. Title I status	<input type="radio"/>	<input type="radio"/>
g. Other (please describe)	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>

# Details Cont. - Learning Recovery

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING RECOVERY ACTIVITIES AND INTERVENTIONS UNDERSERVED STUDENT GROUPS STUDENT DEMOGRAPHICS STUDENT CHARACTERISTICS

LEARNING RECOVERY SUMMER AFTERSCHOOL EXTENDED TIME TUTORING EARLY CHILDHOOD COMMUNITY SCHOOLS TECHNOLOGY

## Learning Recovery

Did your school district use ESSER funds during the reporting period (Oct. 1, 2020 to June 30, 2021 for CARES (ESSER I) and July 1, 2020 to June 30, 2021 for CRSSA (ESSER II)) on activities or interventions that respond to students' academic, social and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups?

Yes  No

SAVE PAGE

# Details Cont. - Learning Recovery – Summer

## [Not required for FY21]

OVERVIEW	GRANTS	DETAILS	DETAILS CONT.	SUBMIT			
LEARNING_RECOVERY	ACTIVITIES AND INTERVENTIONS	UNDERSERVED STUDENT GROUPS	STUDENT DEMOGRAPHICS	STUDENT CHARACTERISTICS			
LEARNING RECOVERY	SUMMER	AFTERSCHOOL	EXTENDED TIME	TUTORING	EARLY CHILDHOOD	COMMUNITY SCHOOLS	TECHNOLOGY
Summer							

Note: For FY 21 LEAs do not need to submit responses for this tab. For FY 22 reporting we will ask LEAs to provide Yes/No responses. Please note that beginning in Year 4 of ESSER I and Year 3 of ESSER II and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N. VT-AOE will provide more information concerning these reporting requirements in FY 23.

1. Did the school district or entity use ESSER funds for evidence-based summer learning or summer enrichment programs?  Yes  No  Opting out

SAVE PAGE

# Details Cont. – Learning Recovery – Afterschool

## [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING RECOVERY ACTIVITIES AND INTERVENTIONS UNDERSERVED STUDENT GROUPS STUDENT DEMOGRAPHICS STUDENT CHARACTERISTICS

LEARNING RECOVERY SUMMER AFTERSCHOOL EXTENDED TIME TUTORING EARLY CHILDHOOD COMMUNITY SCHOOLS TECHNOLOGY

Afterschool

Note: For FY 21 LEAs do not need to submit responses for this tab. For FY 22 reporting we will ask LEAs to provide Yes/No responses. Please note that beginning in Year 4 of ESSER I and Year 3 of ESSER II and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N. VT-AOE will provide more information concerning these reporting requirements in FY 23.

1. Did the school district or entity use ESSER funds for evidence-based afterschool programs?

Yes

No

Opting out

SAVE PAGE



# Details Cont. – Learning Recovery – Extended Time [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING\_RECOVER ACTIVITIES AND INTERVENTIONS UNDERSERVED STUDENT GROUPS STUDENT DEMOGRAPHICS STUDENT CHARACTERISTICS

LEARNING RECOVERY SUMMER AFTERSCHOOL EXTENDED TIME TUTORING EARLY CHILDHOOD COMMUNITY SCHOOLS TECHNOLOGY

Extended Time

Note: For FY 21 LEAs do not need to submit responses for this tab. For FY 22 reporting we will ask LEAs to provide Yes/No responses. Please note that beginning in Year 4 of ESSER I and Year 3 of ESSER II and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N. VT-AOE will provide more information concerning these reporting requirements in FY 23.

1. Did the school district or entity use ESSER funds for extended instructional time (including extended school day, school week, or school year)?

Yes  No  Opting out

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# Details Cont. – Learning Recovery – Tutoring

## [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING RECOVERY	ACTIVITIES AND INTERVENTIONS	UNDERSERVED STUDENT GROUPS	STUDENT DEMOGRAPHICS	STUDENT CHARACTERISTICS			
LEARNING RECOVERY	SUMMER	AFTERSCHOOL	EXTENDED TIME	TUTORING	EARLY CHILDHOOD	COMMUNITY SCHOOLS	TECHNOLOGY
Tutoring							

Note: For FY 21 LEAs do not need to submit responses for this tab. For FY 22 reporting we will ask LEAs to provide Yes/No responses. Please note that beginning in Year 4 of ESSER I and Year 3 of ESSER II and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N. VT-AOE will provide more information concerning these reporting requirements in FY 23.

1. Did the school district or entity use ESSER funds for evidence-based high dosage tutoring? High dosage tutoring is defined as tutoring small groups of no more than 3-4 students at least three times a week.

Yes  No  Opting out

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# Details Cont. – Learning Recovery – Early Childhood

## [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING_RECOVER	ACTIVITIES AND INTERVENTIONS	UNDERSERVED STUDENT GROUPS	STUDENT DEMOGRAPHICS	STUDENT CHARACTERISTICS			
LEARNING RECOVERY	SUMMER	AFTERSCHOOL	EXTENDED TIME	TUTORING	EARLY CHILDHOOD	COMMUNITY SCHOOLS	TECHNOLOGY
Early Childhood							

Note: For FY 21 LEAs do not need to submit responses for this tab. For FY 22 reporting we will ask LEAs to provide Yes/No responses. Please note that beginning in Year 4 of ESSER I and Year 3 of ESSER II and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N. VT-AOE will provide more information concerning these reporting requirements in FY 23.

1. Did the school district or entity use ESSER funds for early childhood education program expansion or enhancement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Opting out
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# Details Cont. – Learning Recovery – Community Schools

## [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING_RECOVER	ACTIVITIES AND INTERVENTIONS	UNDERSERVED STUDENT GROUPS	STUDENT DEMOGRAPHICS	STUDENT CHARACTERISTICS			
LEARNING RECOVERY	SUMMER	AFTERSCHOOL	EXTENDED TIME	TUTORING	EARLY CHILDHOOD	COMMUNITY SCHOOLS	TECHNOLOGY
Community Schools							

Note: For FY 21 LEAs do not need to submit responses for this tab. For FY 22 reporting we will ask LEAs to provide Yes/No responses. Please note that beginning in Year 4 of ESSER I and Year 3 of ESSER II and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N. VT-AOE will provide more information concerning these reporting requirements in FY 23.

### Full-service community schools

Note: The term "full-service community school" means a public elementary school or secondary school that: participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.

a. How many new or additional full-service community schools were launched using these funds in this LEA?

b. How many current full-service community schools received additional services and/or support using these funds?

c. What is the total enrollment in full-service community schools supported with ESSER funds within this LEA?

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# Details Cont. – Learning Recovery – Technology

## [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING_RECOVER	ACTIVITIES AND INTERVENTIONS	UNDERSERVED STUDENT GROUPS	STUDENT DEMOGRAPHICS	STUDENT CHARACTERISTICS			
LEARNING RECOVERY	SUMMER	AFTERSCHOOL	EXTENDED TIME	TUTORING	EARLY CHILDHOOD	COMMUNITY SCHOOLS	TECHNOLOGY
Technology							

Note: For FY 21 LEAs do not need to submit responses for this tab. For FY 22 reporting we will ask LEAs to provide Yes/No responses. Please note that beginning in Year 4 of ESSER I and Year 3 of ESSER II and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N. VT-AOE will provide more information concerning these reporting requirements in FY 23.

1. Was educational technology (including hardware, software, and/or connectivity) purchased for all students?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Opting out
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SAVE PAGE

**GMS Summary**  
**ARP ESSER 20% Reserve**  
**(Details Cont)**

# Details Cont. – ARP ESSER 20% Reserve Activities and Interventions [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING RECOVERY ACTIVITIES AND INTERVENTIONS UNDERSERVED STUDENT GROUPS STUDENT DEMOGRAPHICS STUDENT CHARACTERISTICS

## Activities and Interventions

For FY 21 no LEA will have ARP ESSER expenditures and therefore they do not need to submit responses for this tab.

### Reporting Requirement 3.d4

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 that have been identified by the SEA.

# Details Cont. – ARP ESSER 20% Reserve

## Underserved Student Groups

### [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING\_RECOVER ACTIVITIES AND INTERVENTIONS **UNDERSERVED STUDENT GROUPS** STUDENT DEMOGRAPHICS STUDENT CHARACTERISTICS

#### Underserved Student Groups

For FY 21 no LEA will have ARP ESSER expenditures and therefore they do not need to submit responses for this tab.

Underserved Student Groups	Yes	No	Not Applicable
Students with one or more disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low-income students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students experiencing homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian/Alaska Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian/Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black, non-Hispanic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White, non-Hispanic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) (0 of 1500 maximum characters used)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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# Details Cont. – ARP ESSER 20% Reserve Student Demographics [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING RECOVER ACTIVITIES AND INTERVENTIONS UNDERSERVED STUDENT GROUPS STUDENT DEMOGRAPHICS STUDENT CHARACTERISTICS

## Student Demographics

For FY 21 no LEA will have ARP ESSER expenditures and therefore they do not need to submit responses for this tab.

Descriptions of how activities or interventions address the disproportionate impact of COVID-19 on underserved student groups	American Indian/ Alaska Native	Asian / Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic	Other (please specify)
Providing students with equal access to educational resources without regard to race, color, or national origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students who have experienced significant hardship, grief, and loss during the pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students who may struggle to adjust to the new realities of learning at a social distance, whether online or in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding appropriately to reports of harassment in education programs and activities based on race, color, or national origin, regardless of whether instruction is delivered remotely or in-person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing appropriate supports to students who have experienced harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking steps needed to stop harassing behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether offering instruction online or in person, continuing to provide special education and related services to eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing to provide disability-related accommodations, modifications, and services in remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that English learners have the language services and supports they need to promote English language development and meaningfully access their content classes that are held remotely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that parents, guardians, and caregivers have any information about district programs, services, or activities in a language that they understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide migratory students with access to schools and support for their attendance and success, even if their families cannot produce the documents that would otherwise be required to prove residency within their district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide students experiencing homelessness with access to schools and support for their attendance and success, even if their families cannot produce the documents that would otherwise be required to prove residency within their district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify both the student group(s) and a description of how activities or interventions address the disproportionate impact of COVID-19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# Details Cont. – ARP ESSER 20% Reserve

## Student Characteristics

### [Not required for FY21]

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

LEARNING RECOVER ACTIVITIES AND INTERVENTIONS UNDERSERVED STUDENT GROUPS STUDENT DEMOGRAPHICS STUDENT CHARACTERISTICS

#### Student Characteristics

For FY 21 no LEA will have ARP ESSER expenditures and therefore they do not need to submit responses for this tab.

Descriptions of how activities or interventions address the disproportionate impact of COVID-19 on underserved student groups	Children with one or more disabilities	Low-income students	English Learners	Students in foster care	Migratory students	Students experiencing homelessness	Other (please specify)
Providing students with equal access to educational resources without regard to race, color, or national origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students who have experienced significant hardship, grief, and loss during the pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students who may struggle to adjust to the new realities of learning at a social distance, whether online or in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding appropriately to reports of harassment in education programs and activities based on race, color, or national origin, regardless of whether instruction is delivered remotely or in-person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing appropriate supports to students who have experienced harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking steps needed to stop harassing behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether offering instruction online or in person, continuing to provide special education and related services to eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing to provide disability-related accommodations, modifications, and services in remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that English learners have the language services and supports they need to promote English language development and meaningfully access their content classes that are held remotely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that parents, guardians, and caregivers have any information about district programs, services, or activities in a language that they understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide migratory students with access to schools and support for their attendance and success, even if their families cannot produce the documents that would otherwise be required to prove residency within their district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide students experiencing homelessness with access to schools and support for their attendance and success, even if their families cannot produce the documents that would otherwise be required to prove residency within their district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify both the student group(s) and a description of how activities or interventions address the disproportionate impact of COVID-19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# SUBMIT

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

Submit

Assurances must be reviewed and approved before you can submit your application.

CONSISTENCY CHECK

LOCK APPLICATION

UNLOCK APPLICATION

Assurances

Applicant Data Entry

Applicant Administrator

AOE Review

# Next Steps

- APR tool scheduled for release in GMS on May 16
- Slide deck from this presentation will be posted on Monday
- Accounting Guide for Business Managers will be posted on Monday
- APR closes on June 17, 2022

# Resources

- VASBO presentation on Friday, May 13 with Q&A for Business Managers
- AOE weekly office hours will be held every Thursday from 10-11 am (the office hours for 5/12 will held from 11:30-12:30). [Click here to join the meeting](#)
- Questions regarding the ESSER APR should be directed to Zhana Garcia ([Zhana.Garcia@partner.Vermont.gov](mailto:Zhana.Garcia@partner.Vermont.gov)) and she will route them to the appropriate person within AOE.
- The GMS Helpdesk can respond to questions re. technical issues within GMS ([AOE.GMSHelp@vermont.gov](mailto:AOE.GMSHelp@vermont.gov))

# Q & A