ESSER Annual Performance Report Requirements for FY 21

Agency of Education May 12, 2022



Presenters and Panelists

- Jill Briggs Campbell
- Sean Cousino
- Robert Coathup
- Cassandra Ryan
- Josh Souliere
- Zhana Garcia
- Jennifer Perry



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 <u>final data</u> <u>collection reporting requirements</u> 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 surveystyle 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: 2021

Created **Central Data Collections Application Actions** Revision **Status Date** Name Central Data 3/24/2021 Final **OPEN REVIEW SUMMARY** Amendment 2 Approved ► CIP - Continuous Improvement Plan Title I Final 7/9/2021 **OPEN REVIEW SUMMARY** Original Application **Participation** Approved Report Title I Final 12/28/2020 **OPEN REVIEW SUMMARY** Original Application Comparability Approved 2/5/2021 CFP Data Final **OPEN REVIEW SUMMARY** Original Application Equitable Approved Share **ESSER** Not **REVIEW SUMMARY OPEN** Original Application Performance Submitted Reporting **GEER** Not **OPEN REVIEW SUMMARY** Original Application Performance Submitted Report



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

Printer-Friendly . Application: 2021 ESSER Performance Reporting - 00-Project Period: 7/1/2021 - 6/30/2022 Original Application Click to Return to GMS Access/Select Page Click to Return to Menu List / Sign Out ESSER Performance Report 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 2023" Fourth Annual Report 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 Rescus Plan (ARP) ACT Annual Report Applicable Reporting Period State Fiscal Year 2021 First Annual Report 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









Definitions

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

iteu states Department of Eu	dication 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 Am	terican 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	n 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 Divisi	ion 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 Core	onavirus 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 intervention that:	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
	Demonstrates a statistically significant effect on improving student outcomes or other relevant out	comes based on—
	-Strong evidence from at least one well-designed and well-implemented experimental study ("t	der 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 su ("tier 4").	uch 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
	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 period. Note: for the purposes of this report, the VT-AOE is defining expenditure as a charge paid,	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 or accrued but not yet paid, which is presumed to benefit the current fiscal year.
Full-Service Community School		hat—participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and as, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.
G5	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 "Plan	nned 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 su	btracted from the total award.
SEA	State Educational Agency	
SEA Reserve Funds	An SEA may reserve 10 percent or less of its ESSER 1 and II grants (the "SEA Reserve"), to addret for administrative costs, which must come from the SEA reserve. An SEA must reserve at least 7 Reserve"). An SEA may also reserve up to ½ of 1 percent of its total ARP ESSER award for administrative control of the second of the second control of the seco	ss 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 ½ of 1 percent of its total ESSER I and II awan 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 strature 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 subse subsequent years that are associated with the categories below.	equent 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
Use of funds categories		Activity
		a. Building and facilities upgrades and maintenance, including ventilation systems and new construction

Use of funds categories	Activity	ı
	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	
Addressing physical health and safety	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

ESSER PERFORMANCE REPORT	DEFINITIONS	CONTACT INFORMATION			
LEA Contact In	formation				Instructions
Note: The contact data	a on this page are	e maintained within the LEA Cent	ral Contact system. Any changes to	the LEA Contact information should be made in the LEA Central Contact system.	
Superintendent	t:				
Last Name*	Barewi	cz	First Name*	Jessica	
Phone*	802	476 5011	Extension		
Summer Phone			Extension Email*	jpandbsu@buusd.org	
Business Mana	ger/Financi	al Officer:			
Last Name*	Perraul	t	First Name*	Lisa	
Phone*	802	476 5011	Extension		
Summer Phone			Extension Email*	lperrbsu@buusd.org	
ESSER Perform	ance Repor	t Point of Contact:			
Last Name*			First Name*		
Phone*	Extension				
Summer Phone	Extension		Email*		
* Denotes requ	ired field				
			SAVE P	AGE	



GMS Summary Grants and Planned Uses



Grants - 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 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

GRANTS DETAILS DETAILS CONT. SUBMIT				
	ATORY D USES			
lanned Use	55			
	Reporting Requirements 3.b3-b5 In the table below, please provide the % of Remaining Funds that have Planned Us (those not expended during the current reporting period) that have been earmarke The Department understands that these planned uses could change, and you will re	ed or budgeted for specific purposes. Planned uses	of funds should be reported according to their pla	
	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			
	Remaining funds planned for meeting students academic, social, emotional and			
	other needs (excluding mental health supports)			
	other needs (excluding mental health supports)			
	other needs (excluding mental health supports) Remaining funds planned for mental health supports for students and staff			

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GMS Summary Details on Expended Use of Funds



Primary Activity Categories for Expenditures

- 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

	Click t	o Neturn to Pienu L
GRANTS DETAILS DETAILS CONT. SUBMIT		
SON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION		
erson		
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 Ju an Accounting Guide to support LEAs in answering these questions and ensure consistent responses across all LEAs.	ıly 1, 2020 and June 30, 2022. The VT-AC	DE has provided
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 on supplied the VT-AOE with the following list and requires responses to each.	ınds. Please note that the United States D	epartment of
Maintaining Safe In-Person Instruction		
	Yes	No
Promoting Vaccination	0	0
Consistent and correct mask use	0	0
Physical distancing	0	0
Screening testing to promptly identify cases, clusters, and outbreaks	0	0
Ventilation	0	0
Handwashing and respiratory etiquette	0	0
Staying home when sick and getting tested	0	0
Contact tracing, in combination with isolation and quarantine	0	0
Cleaning and disinfection	0	0
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Details - 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-Accounting Guide to support LEAs in answering these questions and ensure consistent responses across all LEAs.	-AOE has pr	ovided an
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	0	0
Internet connected devices with paid data plans	0	0
District pays for the cost of home internet subscription for student	0	0
District provides home internet access through a district-managed wireless network	0	0
Other; if yes, please specify	0	0

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Details - Re-engagement

ON INTE	RNET ACCESS REENGAGEMENT STAFFING SCHOOL		
	DISTRIBUTION		
nent			
	Did your school district or entity seek to reengage students with poor attendance or participation?	Yes C	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 peri this will mean funds that were expended between July 1, 2020 and June 30, 2021. The VT-AOE has provided an Accounting Guide to supp 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 reg whether any ESSER funds were used for this purpose.	ardless o	f
	Activities to Reengage Students		
		Yes	No
	a. Direct outreach to families		\circ
	b. Engaging the school district home liaison		
	c. Partnering with community-based organizations		
	d. Offering home internet service and/or devices		
	e. Implementing new curricular strategies ot improve student engagement		
	f. Offering credit recovery and/or acceleration strategies		
	g. Other (please describe)		



Details – Staffing Full Time (FTE)

VERVIEW (GRANTS DETAILS DETAILS CONT. SUBMIT	
SAFE IN-PER	SON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION	
FULL-TIN EQUIVALENT POSITIO	T (FTE) CATEGORIES STAFFING	
ull-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 da State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time.	tes. (The number of FTE positions includes all staff regardless of whether the position is funded by Federal, ime equivalent of the number of part-time positions.)
		Total number of positions
	Full-time equivalent (FTE) positions as of September 30, 2018	
	Full-time equivalent (FTE) positions as of September 30, 2019	
	Full-time equivalent (FTE) positions as of September 30, 2019 Full-time equivalent (FTE) positions as of March 13, 2020	
	Full-time equivalent (FTE) positions as of March 13, 2020	
	Full-time equivalent (FTE) positions as of March 13, 2020 Full-time equivalent (FTE) positions on September 30, 2020	



Details - FTE Staff Categories

IN-PERSON INTERNET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION						
FULL-TIME FTE STAFF ESSER FUNDER IVALENT (FTE) CATEGORIES STAFFING POSITIONS						
Staff Categories						
For example, if one full-time nurse is sl	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			
		Special educators and related service personnel, including paraprofessionals				
		Billingual educators or English as a second language educators				
		School counselors, social workers, or school psychologists				
		Nurses				
		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 ESSER FUNDED STAFFING 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 not and ARP ESSER annual performance reporting (FY 23 onwards), subgrantees must provide expenditure detail (the amount expended by activity) 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 M	landatory 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 (ESS purposes of this report, "supported" indicates that salaries and/or benefits (including stipends) that were partially or fully paid with ESSER funds "Position" refers to the total number of people employed in each position and supported with ESSER funds, including full-time and part-time emp	. VT-AOE interprets "position" as a headcount, not as FTE.					
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://vtao_test.mtwams.org/VermontGMSWeb/ApplicationShell.aspx?Displ						

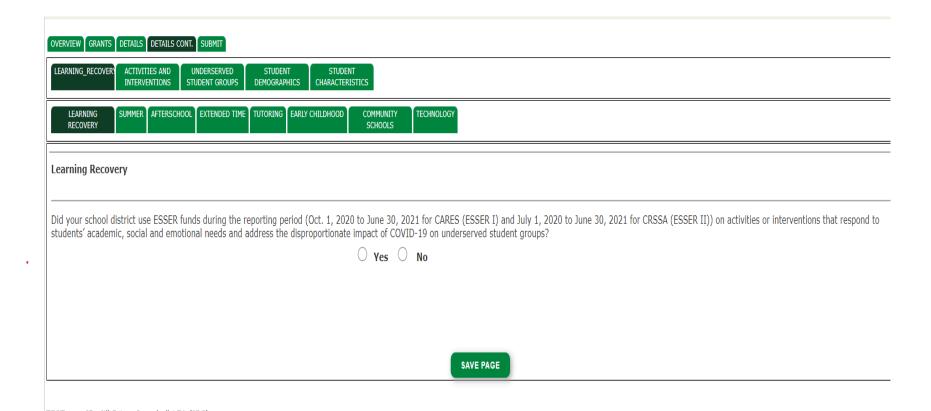


Details - School Distribution

	NET ACCESS REENGAGEMENT STAFFING SCHOOL DISTRIBUTION			
ndividual School	Distributions			
d your school distr	ict distribute some portion of ESSER funds to individual schools in this reporting period?	•	Yes	O No
te that ESSER ref	ers 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 total number of enrollments and total number of enrolled students with disabilities, then mark "Y" to both rows a and b below.	d formula	of	
	Criteria Used to Distribute Funds to Individual Schools within District			
		Yes	No	
	a. Flat amount per school or per pupil	0		
	b. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners	0		
	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	0	0	
	d. Measure(s) of lost instructional time ("learning loss")	0	0	
	e. Stakeholder or community input	0		
	f. Title I status	0		
		0	0	
	f. Title I status	0	0	

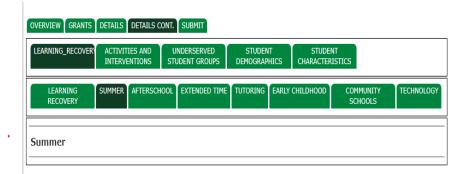


Details Cont. - Learning Recovery





Details Cont. - Learning Recovery – Summer [Not required for FY21]



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?



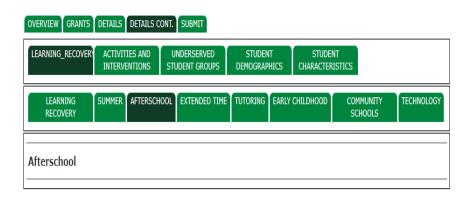




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Details Cont. – Learning Recovery – Afterschool [Not required for FY21]



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.

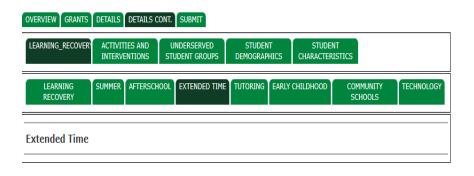
1. Did the school district or entity use ESSER funds for evidence-based afterschool programs?





Opting out

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



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

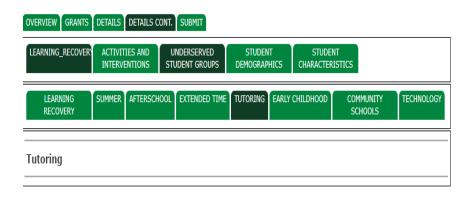
○ No

Opting out

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Details Cont. – Learning Recovery – Tutoring [Not required for FY21]



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.

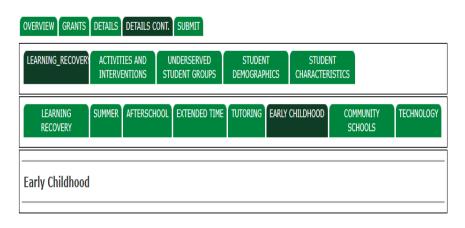








Details Cont. – Learning Recovery – Early Childhood [Not required for FY21]



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?



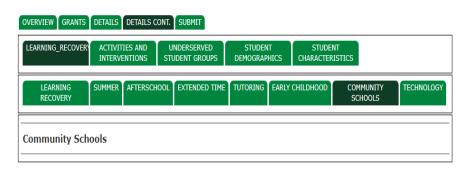








Details Cont. – Learning Recovery – Community Schools [Not required for FY21]



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

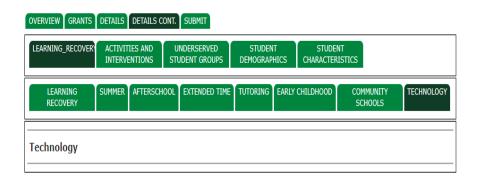
Note: The term "full-service community school" means a public elementary school or secondary school that: participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public 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?

SAVE PAGE



Details Cont. – Learning Recovery – Technology [Not required for FY21]



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?

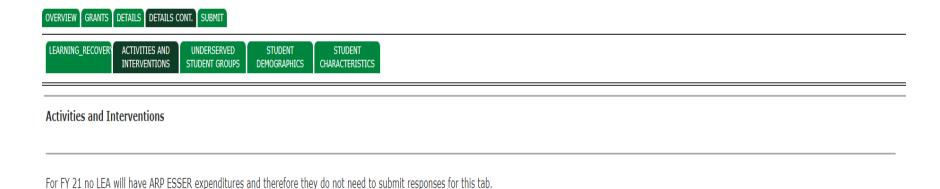
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GMS Summary ARP ESSER 20% Reserve (Details Cont)



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



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]

Underserved Student Groups	Yes	No	Not Applicable
Students with one or more disabilities			
Low-income students			
English learners			
Students in foster care			
Migratory students			
Students experiencing homelessness			
American Indian/Alaska Native			
Asian/Pacific Islander			
Hispanic			
Black, non-Hispanic			
White, non-Hispanic			
Other (please specify) (0 of 1500 maximum characters used)			



Details Cont. – ARP ESSER 20% Reserve Student Demographics [Not required for FY21]

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 (pleas specify)
Providing students with equal access to educational resources without regard to race, color, or national origin.						
Supporting students who have experienced significant hardship, grief, and loss during the pandemic.						
Supporting students who may struggle to adjust to the new realities of learning at a social distance, whether online or in the classroom.						
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.						
Providing appropriate supports to students who have experienced harassment.						
Taking steps needed to stop harassing behavior.						
Whether offering instruction online or in person, continuing to provide special education and related services to eligible students.						
Continuing to provide disability-related accommodations, modifications, and services in remote learning.						
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.						
Ensuring that parents, guardians, and caregivers have any information about district programs, services, or activities in a language that they understand.						
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						
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.						
Other (please specify both the student group(s) and a description of how activities or interventions address the disproportionate impact of COVID-19)						
(0 of 1500 maximum characters used) B/U						

Details Cont. – ARP ESSER 20% Reserve Student Characteristics [Not required for FY21]

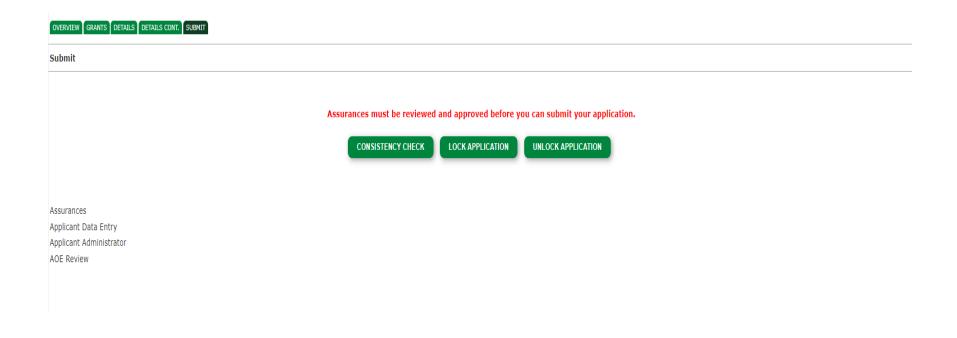
OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT					
LEARNING_RECOVER	ACTIVITIES AND INTERVENTIONS	UNDERSERVED STUDENT GROUPS	STUDENT DEMOGRAPHICS	STUDENT CHARACTERISTICS	

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.									
Supporting students who have experienced significant hardship, grief, and loss during the pandemic.									
Supporting students who may struggle to adjust to the new realities of learning at a social distance, whether online or in the classroom.									
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.									
Providing appropriate supports to students who have experienced harassment.									
Taking steps needed to stop harassing behavior.									
Whether offering instruction online or in person, continuing to provide special education and related services to eligible students.									
Continuing to provide disability-related accommodations, modifications, and services in remote learning.									
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.									
Ensuring that parents, guardians, and caregivers have any information about district programs, services, or activities in a language that they understand.									
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									
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.									
Other (please specify both the student group(s) and a description of how activities or interventions address the disproportionate impact of COVID-19)									
(0 of 1500 maximum characters used)									



SUBMIT





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 (<u>Zhana.Garcia@partner.Vermont.gov</u>) and she will route them to the appropriate person within AOE.
- The GMS Helpdesk can respond to questions re. technical issues within GMS (<u>AOE.GMSHelp@vermont.gov</u>)



Q & A

