

# **ESSER Annual Performance Report Requirements for FY 22**

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VERMONT AGENCY OF EDUCATION  
FEBRUARY 27, 2023

# Presenters and Panelists

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

# Agenda

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1. Review of USED ESSER Data Reporting Requirements and Data Element Categories for FY 22 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 pertain to the  
FY 22 ESSER I, ESSER II and ARP  
ESSER Annual Performance Report

**FY 23-FY 25 WILL HAVE SIGNIFICANT  
CHANGES IN DATA REQUIREMENTS**

# ESSER APR FY 22 Reporting Window

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APR tool opens for LEAs in GMS on March 1, 2023, and closes on April 10, 2023.

Please note: the AOE will not ask LEAs to complete any data elements that are optional for FY 22.

# ESSER LEA Reporting Requirements

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- 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
- The required data elements (fiscal, program and personnel) are the same as FY 21 ESSER APR
- Data response types for FY22 include a combination of Y/N (or True/False) and open-ended responses (as applicable)

# ESSER LEA Reporting Requirements (cont)

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- 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.**
- Refer to budget and narrative response information provided in ESSER I, II and ARP ESSER 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
- Some 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 (**AOE will report this data**).
- 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 22:

**July 1, 2021- June 30,  
2022**

# Finding the FY 22 APR Report

Select Fiscal Year:

2022

[Click to view Funding Summary](#)

## Created

### Central Data Collections

Application Name	Revision	Status	Date	Actions			
Central Data	Amendment 1	Final Approved	3/22/2022	OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION
Title I Participation Report	Amendment 1	Final Approved	8/31/2022	OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION
CFP Data Equitable Share	Original Application	Final Approved	12/28/2021	OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION
Recovery Plan	Amendment 2	Final Approved	6/10/2022	OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION
▶ Federal Construction App							
▶ Equipment Approval App							
Supply Chain Assistance	Original Application	Final Approved	3/25/2022	OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION
ESSER Performance Reporting	Original Application	Not Submitted		OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION
GEER Performance Report	Original Application	Not Submitted		OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION

# GMS Report Walkthrough

When do we need to submit our FY 22 report in GMS?

- The reporting window is from **March 1, 2023 – April 10, 2023**

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**

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# 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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[Click to Return to GMS Access/Select Page](#)

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[OVERVIEW](#) [GRANTS](#) [DETAILS](#) [DETAILS CONT.](#) [SUBMIT](#)

[ESSER PERFORMANCE REPORT](#) [DEFINITIONS](#) [CONTACT INFORMATION](#)

## 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	<b>Activity</b>
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

OVERVIEW GRANTS DETAILS DETAILS CONT. SUBMIT

ESSER PERFORMANCE REPORT DEFINITIONS CONTACT INFORMATION

## 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@busd.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@busd.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**

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# 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

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- All LEAs will report their planned (budgeted) uses of their remaining ESSER I, II and ARP ESSER funds within the four activity categories **as of June 30, 2022**
- 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.

# 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

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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

[Click to return to field list / sign out](#)

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 – 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"/>

**ARP ESSER 20% Reserve**

# ARP ESSER 20% Reserve

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- This section in GMS only needs to be completed if your LEA had *expenditures* in FY 22
  - For E-Finance Fund: 2139 Location Code 820  
For all other accounting software: Fund 2139  
Use Project code 8200000
- In FY 22 LEAs will be asked Yes/No questions and a narrative text section related to their use of funds.
- In subsequent reporting years, additional information will be required

# ARP ESSER 20% Reserve (cont)

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- In FY 22 Most LEAs did not code their 20% reserve expenditures to the special codes.
- AOE will pull ARP ESSER expenditure data from Statbook and LEAs will be presented with a spreadsheet (via email).
  - LEAs will be asked to either confirm the expenditure data OR to move the appropriate funds into the 20% reserve category.
  - LEAs will have until April 10 to complete this review and make any updates. They should respond to Zhana Garcia with their reviewed/updated spreadsheets.
  - AOE will use this updated data to report to USED for the ESSER FY 22 APR.

# ARP ESSER Reserve: Reserve Overview

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[OVERVIEW](#) [GRANTS](#) [DETAILS](#) [ARP ESSER RESERVE](#) [SUBMIT](#) [REPORT HISTORY](#) [REPORT PRINT](#)

[RESERVE OVERVIEW](#)

[LEARNING RECOVERY](#)

## Reserve Overview

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The following tabs only address those funds expended using the ARP ESSER 20% Reserve (Funding Code 2430). LEAs are only required to answer the questions in these tabs if they have expenditures under Funding Code 2430 during the reporting period of July 1, 2020 through June 30, 2021 .

Did you expend ARP ESSER 20% Reserve funds in the reporting period?

- Yes
- No

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# ARP ESSER Reserve: Learning Recovery

- OVERVIEW
- GRANTS
- DETAILS
- ARP ESSER RESERVE
- SUBMIT
- REPORT HISTORY
- REPORT PRINT

- RESERVE OVERVIEW
- LEARNING RECOVERY

## Learning Recovery

Please respond Y/N to all of the following questions specifically related to how your LEA used ARP ESSER 20% Reserve funds to support student learning recovery activities.

### Reporting Requirement 3.d3

Which activities or interventions did the LEA implement to satisfy the LEA's mandatory set-aside requirements of ARP ESSER funds, which respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students)?

	Yes	No
a. Summer learning or summer enrichment	<input type="radio"/>	<input type="radio"/>
b. Afterschool programs	<input type="radio"/>	<input type="radio"/>
c. Extended instructional time (school day, school week, or school year)	<input type="radio"/>	<input type="radio"/>
d. Tutoring	<input type="radio"/>	<input type="radio"/>
e. Additional classroom teachers	<input type="radio"/>	<input type="radio"/>
f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	<input type="radio"/>	<input type="radio"/>
g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	<input type="radio"/>	<input type="radio"/>
h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	<input type="radio"/>	<input type="radio"/>
i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems	<input type="radio"/>	<input type="radio"/>
j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	<input type="radio"/>	<input type="radio"/>
k. Early childhood programs	<input type="radio"/>	<input type="radio"/>

# ARP ESSER Reserve: Learning Recovery

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## Reporting Requirement 3.d4

In the space below (maximum 3000 characters) 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.

Please note: an activity that is intended to benefit **all** students, may also have direct benefit to students that were disproportionately impacted by COVID-19 and underserved student groups.

(0 of 3000 maximum characters used)



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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

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- APR tool scheduled for release in GMS on March 1, 2023
- AOE will send out email to Superintendents and Business Managers with this slide deck, the Accounting Guide for FY 22 and an invite to weekly office hours.
- APR closes on April 10, 2023

# Resources

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- AOE weekly office hours will be held every Thursday from 11 am to noon from March 9 through April 16. [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))



# Questions