

ESSER Annual Performance Reporting, Year 4 (FY 2023)

VERMONT AGENCY OF EDUCATION
MARCH 2024

Key Reporting Dates:

Reporting Year	Reporting Period
FY 23, ESSER Year 4	July 1, 2022- June 30, 2023

Reporting Window for LEAs
March 15, 2024, to May 05, 2024

Reporting Requirements Overview

- ❑ Year 4 reporting requirements are **NEW to APR and will require the LEAs to submit their own expenditure data**, whereas in previous years data was reported by the AOE.
- ❑ Comprehensive data is required to be submitted by states (SEAs) and LEAs regarding their usage of ESSER grant funds.
- ❑ Data response types Year 4 include a combination of Y/N (or True/False), multiple types of expenditure reporting, open-ended responses and participant reporting for ESSER-funded activities.
- ❑ Please note: If an LEA received a state level grant, they will also need to complete reporting for those grants (these are the same reporting categories as LEA grants)

For LEA subgrants

Overview of What's New in Year 4 (FY 24)

- LEAs will report their own expenditure data including an additional set of expenditure data related to ESSER allowable cost categories
- Most LEAs will need to report on their expenditures and answer program questions for ARP ESSER 20% for learning loss
- New set of programmatic questions for **all** ESSER funds related to addressing learning loss, including specific #'s of students and demographic data (i.e. connecting the fund source to the student participating in a specific program or activity)
- FTE questions that were optional in previous years are now required (3.b10, 4c.1 and 5a)



LEA subgrant Expenditure data

3.B1, 3.B2 AND 3.D1-D3

3.b1: LEA expenditures by ESSER Subgrant fund and accounting code

3.b1 Provide the amount of the LEA expenditures by ESSER Subgrant fund and accounting object for the current reporting period. (If the SEA operates as a unitary system then report for the entire SEA. The total amount reported for subgrant amounts to LEAs may not exceed the total grant amount (Section 2, Question 2.1a) minus total amount reserved (Section 2, Question 2.2a.a))

Report any expenditure ONLY ONCE in the table below; all cells in each column should sum to the total expended by the LEA (or unitary SEA) in this reporting period. Please use the most appropriate and most specific applicable expenditure category/object for each expenditure. See Question 3.b2 for examples of expenditures that should be counted within the four main expenditure categories.

Note: LEA Mandatory Subgrant Expenditure information is reported by accounting object in question 3.b1 and by activity in question 3.b2. As these questions both capture information about the same LEA Mandatory Subgrant Expenditures, the sum of expenditures by ESSER fund and by the four main expenditures categories (Addressing Physical Health and Safety, Meeting Students' Academic, Social, Emotional, and Other Needs, Mental Health Supports for Students and Staff, and Operational Continuity and Other Allowed Uses) should be equal in questions 3.b1 and 3.b2. For ARP ESSER, the categories in 3.b2 should be equal to the sum of both columns of ARP ESSER in 3.b1.

3.b1 (cont)

LEA name	DUNS#	UNIQUE ENTITY ID (SAM)	NCES ID#	Accounting Objects	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER	
					Total Amount Expended by Accounting Object ^s esser1MandatoryExpendedCurrent	Total Amount Expended by Accounting Object esser2MandatoryExpendedCurrent	Total Amount Expended by Accounting Object esser3MandatoryExpendedCurrent	Total Amount Expended toward required set-aside to address learning loss (this amount will be exclusive of the amount reported in the preceding column; report each expenditure in only one of the two ARP ESSER columns) esser3Mand20ExpendedCurrent
entity Name	dunsNumber	ueiNumber	ncesNumber	Addressing Physical Health and Safety	Auto-calculate from rows a-i below esser1MandPhysicalExpendedTotal	Auto-calculate from rows a-i below esser2MandPhysicalExpendedTotal	Auto-calculate from rows a-i below esser3MandPhysicalExpendedTotal	Auto-calculate from rows a-i below esser3Mand20PhysicalExpendedTotal
				a. Personnel Services – Salaries	esser1MandPhysicalPersonnelSalaries	esser2MandPhysicalPersonnelSalaries	esser3MandPhysicalPersonnelSalaries	esser3Mand20PhysicalPersonnelSalaries
				b. Personnel Services – Benefits	esser1MandPhysicalPersonnelBenefits	esser2MandPhysicalPersonnelBenefits	esser3MandPhysicalPersonnelBenefits	esser3Mand20PhysicalPersonnelBenefits

3.b1 (cont)

			c. Purchased Professional and Technical Services	esser1MandPhysicalT echnical	esser2MandPhysicalT echnical	esser3MandPhysical Technical	esser3Mand20Physical Technical
			d. Purchased Property Services	esser1MandPhysicalPr opertyServices	esser2MandPhysicalPr opertyServices	esser3MandPhysical PropertyServices	esser3Mand20Physical PropertyServices
			e. Other Purchased Services	esser1MandPhysicalO therServices	esser2MandPhysicalO therServices	esser3MandPhysical OtherServices	esser3Mand20Physical OtherServices
			f. Supplies	esser1MandPhysicalS upplies	esser2MandPhysicalS upplies	esser3MandPhysical Supplies	esser3Mand20Physical Supplies
			g. Property	esser1MandPhysicalPr operty	esser2MandPhysicalPr operty	esser3MandPhysical Property	esser3Mand20Physical Property
			h. Debt Service and Miscellaneous	esser1MandPhysicalD ebtService	esser2MandPhysicalD ebtService	esser3MandPhysical DebtService	esser3Mand20Physical DebtService
			i. Other Items	esser1MandPhysicalO therItems	esser2MandPhysicalO therItems	esser3MandPhysical OtherItems	esser3Mand20Physical OtherItems
			Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	<i>Auto-calculate from rows j-r below</i> esser1MandAcademic ExpendTotal	<i>Auto-calculate from rows j-r below</i> esser2MandAcademic ExpendTotal	<i>Auto-calculate from rows j-r below</i> esser3MandAcadem icExpendTotal	<i>Auto-calculate from rows j-r below</i> esser3Mand20Academi cExpendTotal
			j. Personnel Services – Salaries	esser1MandAcademic PersonnelSalaries	esser2MandAcademic PersonnelSalaries	esser3MandAcadem icPersonnelSalaries	esser3Mand20Academi cPersonnelSalaries
			k. Personnel Services – Benefits	esser1MandAcademic PersonnelBenefits	esser2MandAcademic PersonnelBenefits	esser3MandAcadem icPersonnelBenefits	esser3Mand20Academi cPersonnelBenefits
			l. Purchased Professional and Technical Services	esser1MandAcademic Technical	esser2MandAcademic Technical	esser3MandAcadem icTechnical	esser3Mand20Academi cTechnical
			m. Purchased Property Services	esser1MandAcademic PropertyServices	esser2MandAcademic PropertyServices	esser3MandAcadem icPropertyServices	esser3Mand20Academi cPropertyServices
			n. Other Purchased Services	esser1MandAcademic OtherServices	esser2MandAcademic OtherServices	esser3MandAcadem icOtherServices	esser3Mand20Academi cOtherServices

3.b2: LEA expenditures by ESSER Subgrant fund and activity

3.b2 Provide the amount of the LEA expenditures by ESSER Subgrant fund and activity for the current reporting period.

Report any expenditure ONLY ONCE in the table below; All cells in each column should sum to the total expended by the LEA in this reporting period. Please use the **most appropriate and most specific applicable activity** for each expenditure.

Note: LEA Mandatory Subgrant Expenditure information is reported by accounting object in question 3.b1 and by activity in question 3.b2. As these questions both capture information about the same LEA Mandatory Subgrant Expenditures, the sum of expenditures by ESSER fund and by the four main expenditures categories (Addressing Physical Health and Safety, Meeting Students' Academic, Social, Emotional, and Other Needs, Mental Health Supports for Students and Staff, and Operational Continuity and Other Allowed Uses) should be equal in questions 3.b1 and 3.b2.

3.b2 (cont)

Activities	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER
	Total Amount <u>Expended</u> by Activity	Total Amount <u>Expended</u> by Activity	Total Amount <u>Expended</u> by Activity
Addressing Physical Health and Safety			
a. Building and facilities upgrades and maintenance, including ventilation systems and new construction	esser1MandPhysical Building	esser2MandPhysical Building	esser3MandPhysical Building
b. Assistance with meals for students	esser1MandPhysical Meals	esser2MandPhysical Meals	esser3MandPhysical Meals
c. Cleaning and/or sanitization supplies	esser1MandPhysical Cleaning	esser2MandPhysical Cleaning	esser3MandPhysical Cleaning
d. Temporary classroom space to support social distancing	esser1MandPhysical TempClassroom	esser2MandPhysical TempClassroom	esser3MandPhysical TempClassroom
e. Temporary or additional transportation services to support social distancing to and from school	esser1MandPhysical TempTransportation	esser2MandPhysical TempTransportation	esser3MandPhysical TempTransportation
f. Capacity-building to improve disaster			

3.d1-d3: ARP ESSER 20% reserve

3.d3: Provide the amount expended from the ARP ESSER LEA Reserve in this reporting period on each listed activity or intervention to satisfy the LEA's mandatory set-aside requirements of ARP ESSER funds:

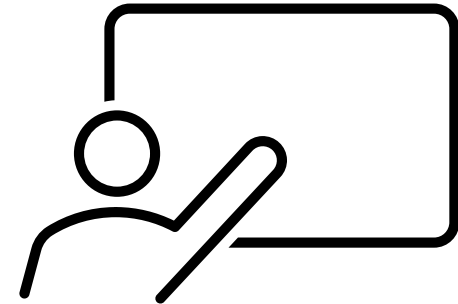
- Summer learning or summer enrichment
- Afterschool programs
- Extended instructional time (school day, school week, or school year)
- Tutoring
- Additional classroom teachers
- Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families

3.d1 (cont)

- Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families
- 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)
- Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.
- 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
- Early childhood programs
- Curriculum adoption and learning materials
- Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff
- Other (Please specify):_ 1,500 character limit)

4b.1: LEA Interventions and Participation

4.b1 How did this LEA use ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID19 pandemic? (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA or state level awards. If this LEA provided an activity or support to all students and additional or supplemental services/activities targeted specific student groups, please answer yes to the activity “for all students” and select the student group for whom additional support/access was provided.)



Categories for section 4.b1

Evidence-Based
summer learning or
summer enrichment
programs

Evidence-Based
Afterschool

Extended Instructional
Time (including
extended school day or
school week or school
year)

Evidence-based high
dosage tutoring

Early childhood
education program
expansion or
enhancement

Full-Service
Community Schools

Purchasing educational
technology

Methods/Intervention

Y/N

Evidence-based summer learning or
summer enrichment programs

Is this program available to all
enrolled students? Y/N

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

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

Indicate the number of eligible students within each
of the following student groups, and the number of
eligible students from that student group that
participated in this activity:



*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Student Profile (Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)	# of Enrolled eligible Students in subgroup	# of Eligible students in subgroup participating
a. Students with one or more disabilities		
b. Low-income students		
c. English learners		
d. Students in foster care		
e. Migratory students		
f. Students experiencing homelessness		
g. American Indian or Alaska Native		
h. Asian		
i. Black or African American		
j. Hispanic/Latino		
k. Native Hawaiian or Other Pacific Islander		
l. White		
m. Two or more races		
n. Other student subpopulation (Please specify):		

4.b2 Total LEA Student Enrollment by Demographic Subgroup

4.b2 Total LEA Student Enrollment by Demographic Subgroup Indicate the total number of enrolled students within the LEA by each student group below. Students should be counted in all student groups to which they belong. Please use the same methodology to identify student counts as used to report enrollment data to EdFacts

FTE and Staffing

3.B10, 4.C1 AND 5.A

3.b10

LEA Hiring and Retention of Specific Positions with ESSER I, ESSER II, and/or ARP ESSER LEA Mandatory and SEA Reserve Funds

Total Amount Expended for These Staff (cumulative across all ESSER funds)

Indicate the total number of these specific positions supported with any of the ESSER funds for the following positions for the reporting period. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds. (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants)

___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

Subsection

FTE Data continued (4.c1 and 5.a)

- 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, 2021. 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 2021-22 school year.
- 5.a Provide the number of full-time equivalent (FTE) positions for the LEA, or non-LEA Entity 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.)

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, 2022. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2022-23 school year.

School Name (within LEA)	Count FTE by Staff Type (to the nearest tenth)	
	Staff Type	FTE
	Special educators and related service personnel, including paraprofessionals	
	Bilingual educators or English as a second language educators	
	School counselors, social workers, or school psychologists	
	Nurses	

5.a

Provide the number of full-time equivalent (FTE) positions for the LEA, or non-LEA Entity 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.)

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 March 13, 2020	Full-time equivalent (FTE) positions on September 30, 2020	Full-time equivalent (FTE) positions on September 30, 2021	Full-time equivalent (FTE) positions on September 30, 2022	Full-time equivalent (FTE) positions on September 30, 20XX*
<Pre-populate from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>	<Pre-populate from data provided in prior year reporting if applicable>

Reporting Requirements for recipients of ESSER state-level grants

Overview of What's New in Year 4 (FY 24)

1. If an LEA received and expended ESSER state-level funds, they will report their own expenditure data
2. New set of programmatic questions for **all** ESSER funds related to addressing learning loss, including specific #'s of students and demographic data (i.e. connecting the fund source to the student participating in a specific program or activity)
3. Programs that will require reporting data in FY 23:
 1. Community School Grants
 2. Benchmark Assessment Grants
 3. Cybersecurity Grants
 4. Act 112 Mental Health Grants
 5. School Climate Improvement Grant (Rutland NE)
 6. Summer Program grants
 7. Afterschool Program Grants

SEA Interventions to Address Learning Loss

☐ Did the SEA (LEA subrecipient) directly administer any activities or interventions to address learning loss and/or meet the needs of students disproportionately impacted by the COVID-19 pandemic? **Y/N**

SEA Interventions and Participation, 2.2e

- ☐ How did this SEA use ESSER (ESSER I, ESSER II and/or ARP ESSER SEA Reserve funds) to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID-19 pandemic?
- ☐ Mark **Y/N** to each activity below (next slides); if an activity was offered by the SEA, provide the number of eligible students in the State and the number of students that participated.

Methods/Intervention Y/N

Evidence-based summer learning or
summer enrichment programs

Is this program available to all
enrolled students? Y/N

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

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

Indicate the number of eligible students within each of
the following student groups, and the number of
eligible students from that student group that
participated in this activity:



*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

b. Evidence-based afterschool programs

Is this program available to all
enrolled students? **Y/N**

If no, indicate the number of students
this program serves at full
capacity: __

Total unique headcount of students
that participated in this activity: _

Indicate the number of eligible students within each
of the following student groups, and the number of
eligible students from that student group that
participated in this activity:



*Eligible refers to students
within the student group
who meet eligibility
criteria for participation,
such as belonging to the
appropriate grade for the
activity.

Student Profile (Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)	# of Enrolled eligible Students in subgroup	# of Eligible students in subgroup participating
a. Students with one or more disabilities		
b. Low-income students		
c. English learners		
d. Students in foster care		
e. Migratory students		
f. Students experiencing homelessness		
g. American Indian or Alaska Native		
h. Asian		
i. Black or African American		
j. Hispanic/Latino		
k. Native Hawaiian or Other Pacific Islander		
l. White		
m. Two or more races		
n. Other student subpopulation (Please specify):		

**c. Extended instructional Time
(including extended school day
or school week or year)**

Is extended instructional
time in place at all schools
within the state Y/N

skip if yes, skip to item d. evidence-
based high-dosage tutoring

Total unique headcount of students
that participated in this activity: ____

Indicate the number of eligible students within each
of the following student groups, and the number of
eligible students from that student group that
participated in this activity:



*Eligible refers to students
within the student group
who meet eligibility
criteria for participation,
such as belonging to the
appropriate grade for the
activity.

Student Profile (Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)	# Students Enrolled in Schools with (Mandatory) Extended Instructional Time
a. Students with one or more disabilities	
b. Low-income students	
c. English learners	
d. Students in foster care	
e. Migratory students	
f. Students experiencing homelessness	
g. American Indian or Alaska Native	
h. Asian	
i. Black or African American	
j. Hispanic/Latino	
k. Native Hawaiian or Other Pacific Islander	
l. White	
m. Two or more races	
n. Other student subpopulation (Please specify):	

f. Full-Service Community Schools

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

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

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



Questions