Attachment A

Superintendent’s Memo #260-22

November 4, 2022

Virginia Department of Education

School Division/LEA ARP ESSER Spending Plan

# **Introduction**

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](https://www.governor.virginia.gov/newsroom/news-releases/2022/october/name-941581-en.html) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia’s Children](https://r20.rs6.net/tn.jsp?f=0014JjpKDiHKHC0oHBGsT7bS4JnO-VNzCIKQ567cgPduTGPsKN9SpZbclmMxtxFuIb54w7UmO5skHFOttgRwVOnusFmKFmhULaicTyrRQPvNWsOJB2cR2V9xH38S70awF2iWp68DPA-tUUBGxrzRIdwbudI_39XJ5cN0g3XT6brSf3eImZOdTK8un76pj7gKkc4GAJw2_FTCjMi6zO3H8PnkESzY9vXi-yNT3cHC2FszYR6TxxUZirYEH5X5j6AMeJu7hoNaX8Keb0=&c=9rYmE4EWP6YpHezmFHNeOEPAuiZihCO4I_BTLS9XkM8E9Tvd3zG2Cg==&ch=w-YC4b5DSArReKDAhxjxqkPEnIgScwD9NiGF4Cukm_Gyo6hYhopKwg==) is a seven step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs’ applications for ARP ESSER funds. Questions about this template should be directed to [vdoefederalrelief@doe.virginia.gov](mailto:vdoefederalrelief@doe.virginia.gov).

# **Section 1: General Information**

## School Division/LEA Name

## Division Number

## Contact Name

## Contact Email

## Contact Phone #

## Amount of ARP ESSER funding allocated to LEA

# **Section 2: Transparency and Accessibility**

## LEA webpage where plan is posted (provide URL)

## Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, will be orally translated for parents with limited English proficiency

## Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability

# **Section 3: Opportunity for Public Comment**

1. Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year
2. Describe how the LEA took public input since August 2021into account

# **Section 4: Consultation with Stakeholders**

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

## Students

Description of consultation conducted

Uses consulted on

Feedback received

## Families

Description of consultation conducted

Uses consulted on

Feedback received

## School and district administrators including special education administrators

Description of consultation conducted

Uses consulted on

Feedback received

## Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted

Uses consulted on

Feedback received

## Tribes, if applicable

Description of consultation conducted

Uses consulted on

Feedback received

## Civil rights organizations, including disability rights organizations

Description of consultation conducted

Uses consulted on

Feedback received

## Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved services

Description of consultation conducted

Uses consulted on

Feedback received

## Community based organizations, including partnerships to promote access to before and after-school programming

Description of consultation conducted

Uses consulted on

Feedback received

## Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school

Description of consultation conducted

Uses consulted on

Feedback received

# **Section 5: Addressing Learning Loss (recommended to be 100% of an LEA’s remaining allocation and must be at least 20% of an LEA’s allocation per federal statute)**

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor’s Challenge:** in Action Seven of [Our Commitment to Virginia’s Children,](https://r20.rs6.net/tn.jsp?f=0014JjpKDiHKHC0oHBGsT7bS4JnO-VNzCIKQ567cgPduTGPsKN9SpZbclmMxtxFuIb54w7UmO5skHFOttgRwVOnusFmKFmhULaicTyrRQPvNWsOJB2cR2V9xH38S70awF2iWp68DPA-tUUBGxrzRIdwbudI_39XJ5cN0g3XT6brSf3eImZOdTK8un76pj7gKkc4GAJw2_FTCjMi6zO3H8PnkESzY9vXi-yNT3cHC2FszYR6TxxUZirYEH5X5j6AMeJu7hoNaX8Keb0=&c=9rYmE4EWP6YpHezmFHNeOEPAuiZihCO4I_BTLS9XkM8E9Tvd3zG2Cg==&ch=w-YC4b5DSArReKDAhxjxqkPEnIgScwD9NiGF4Cukm_Gyo6hYhopKwg==) Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.

1. Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students
2. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss
3. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed
4. Amount of ARP ESSER funds to address learning loss

# **Section 6: Other Uses of Funds**

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

* The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;
* The use of funds must fall under one of the authorized uses of ESSER funds; and
* The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.

1. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies 
   1. Total number of new staff hired with ARP ESSER funds
   2. Plan to retain staff hired with ARP ESSER funds after September 30, 2024
2. Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning
3. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](https://doe.virginia.gov/home/showdocument?id=1602) for the project
4. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below
5. Amount of ARP ESSER funds for the uses above (A. through D.)

# **Section 7: Budget**

| **Category** | **Description** | **Learning Loss Y/N** | **Budget** | **Amount Obligated** | **Amount Spent** | **Amount Remaining** |
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