

**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](#) 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](#) 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.

Section 1: General Information

- A. School Division/LEA Name: Caroline County Public Schools
- B. Division Number: 017
- C. Contact Name: Andrea Ross
- D. Contact Email: aross@ccps.us
- E. Contact Phone #: 804-633-5088 ext. 1040

- F. Amount of ARP ESSER funding allocated to LEA: \$6,373,731.97

Section 2: Transparency and Accessibility

- A. **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.** The plan may be orally translated for parents. Contact Arleen Calhoun-Hicks, ELL teacher, to request translation.

- B. **Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability.** Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting Paulette Heron, Director of Special Education, at pheron@ccps.us.

Section 3: Opportunity for Public Comment

- A. **Describe how the LEA provided the public the opportunity to provide input on the updated ESSER spending plan.** Since initial submission in August 2021, with emphasis on the 2022-2023 school year, CCPS has engaged community stakeholders in grant prioritization through School Board presentations, Superintendent Advisory Committees, and ESSER committee meetings. Updates have been communicated through school social media, survey result summaries, and school board presentations. Measurable outcomes have been documented in each schools' plan which are inclusive of all student groups.
- B. **Describe how the LEA took public input since August 2021 into account:** CCPS has collected feedback from various stakeholders through surveys, advisory committees, and/or through the point of contact for the grant, the Director of Federal Programs. All feedback is housed and summarized in a spreadsheet to ensure all information is accessible and utilized by the leadership team. During leadership meetings, all feedback is reviewed and discussed which informs prioritization of critical needs and appropriation of funding. Also, as new needs arise, data are collected and evaluated to determine the need to add, eliminate, or modify per findings.

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.

- A. Students: See Appendix- p. 11
Description of consultation conducted
Uses consulted on
Feedback received
- B. Families: See Appendix- p. 11
Description of consultation conducted
Uses consulted on
Feedback received
- C. School and district administrators including special education administrators: See Appendix- p.11
Description of consultation conducted
Uses consulted on
Feedback received

- D. Teachers, principals, school leaders, other educators, school staff, and their unions: See Appendix- p.11
Description of consultation conducted
Uses consulted on
Feedback received
- E. Tribes, if applicable: See Appendix- p.11
Description of consultation conducted:
Uses consulted on
Feedback received
- F. Civil rights organizations, including disability rights organizations: See Appendix- p.11
Description of consultation conducted
Uses consulted on
Feedback received
- G. 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: See Appendix- p.11
Description of consultation conducted
Uses consulted on
Feedback received
- H. Community based organizations, including partnerships to promote access to before and after-school programming: See Appendix- p.11
Description of consultation conducted
Uses consulted on
Feedback received
- I. 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: See Appendix- p.11
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](#), 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.

A. 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.

CCPS monitors student achievement outcomes and learning at regularly defined increments throughout the course of year. This intentional monitoring includes weekly professional learning communities (PLC) at the building level. PLC teams review and analyze student achievement data (including subgroups), make instructional plans/adjustments, discuss the need for remedial/intervention methods, and celebrate successes. The next steps to address learning loss are implemented in Tier I instructional delivery and more specifically in intervention periods (Tier II/III) that are embedded in the school day. At both the division and building levels, Instructional Leadership Team (ILT) meetings occur biweekly. Analysis of overall achievement and student subgroup data occurs following the through-year student assessments in math and reading. Through-year assessment data paired with ongoing progress monitoring outcomes are used jointly to determine allocation of resources, instruction, and staffing needs. Finally, School Support Team (SST) meetings occur monthly or bimonthly (frequency is based on accreditation data) and include instructional leaders from the school and division leadership teams who review formative and summative data, reflect on current practices, and identify next steps/resources. Student data are analyzed by various achievement groups including English Learners, students classified as economically disadvantaged, students with disabilities, and by respective racial and ethnic groups.

B. 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.

a. Class-size Reduction Teachers: CCPS utilized student and human resource data points to identify 7 class-size reduction positions. Three class-size reduction positions are currently servicing students with disabilities in 2 schools based upon identified needs and accreditation data. Two class-size reduction FTEs have been allocated to address learning loss in the areas of math and science at the middle school (accredited with conditions). The remaining two class-size reduction positions remain unfilled due to the inability to identify qualified candidates.

b. Targeted Professional Development: CCPS utilizes a diverse delivery model to provide educators with access to professional development. Professional learning opportunities are through the following vehicles: in-person/virtually, professional learning communities, building professional learning plans, local/state professional development conferences, partnerships with higher education, division professional learning days, mentorship and coaching, etc. The school division and each respective school's professional development plan meet the unique needs of their teachers and students. These plans are drafted

annually after extensive survey collection, data review, and leadership retreats which outline needs, funding sources, timelines, and measures.

- c. **Board Certified Behavior Analyst (BCBA):** Caroline County Public Schools and Old Dominion University signed an agreement in 2020 to provide two Caroline County Public Schools employees with the academic coursework in the ABA program. CCPS currently has 1 staff member enrolled in the program for 2022-2023 school year. The 2nd staff member will be returning to their coursework in the upcoming months and school year.
- d. **Instructional Materials:** Promethean Boards were purchased to outfit PK-2 classrooms with technology tools that increase student engagement and promote collaboration among primary students.
- e. **Virtual Virginia:** Virtual instruction through Virtual Virginia supports a small number of select students meeting the CCPS virtual learning criteria with heightened student achievement. Continued access to this virtual platform provides participating students with the following identified benefits: flexibility, individualized learning pace, social-emotional wellness, and accessibility.
- f. **Lunch Buddies:** Each elementary school is equipped with two lunch buddies who support social-emotional well-being within the cafeteria environment. Lunch buddies are able to recognize student needs, intervene, and diminish individual and or group occurrences which hamper healthy relationships. Lunch buddies are able to actively support students, communicate with support staff, and implement SEL strategies within a less structured school setting.
- g. **Family Engagement Staff:** Additional staff and materials/resources have been secured to provide every CCPS school building with a Family Engagement Coordinator who focuses on the home to school connection. FECs work with great intentionality on re-engaging disengaged families, providing resource/community assistance, planning family seminars/sessions, and supporting chronic absenteeism efforts.
- h. **Summer Learning Opportunities:** CCPS offered a 6 week summer program (2022) that provided academic intervention (reading/math), extracurricular activities, and social-emotional learning experiences. Students selected and participated in rotational sessions that engaged them physically, socially and emotionally, and intellectually. Partners in Education and Teachers for Tomorrow students supported the program offerings alongside CCPS summer employees. Additionally, Pop Up Tutoring was implemented across the county to increase readiness skills in the areas of literacy and math. Pop Up Tutoring was hosted by certified teachers in 9 locations across the division.
- i. **Virtual Coaching:** Implementation of a virtual coaching program (SIBME) enables CCPS to further enhance coaching services for novice and veteran teachers. New Teacher Support Coaches pair virtually with novice teachers to record, model, coach, analyze, assess, collaborate, and reflect on instructional delivery. The program helps educators receive meaningful and actionable feedback to improve their craft.
- j. **Intervention Staff:** Intervention staff assist classroom teachers by working with individual students and small groups to close achievement gaps in literacy and math.
- k. **Curriculum Specialist:** An Instructional Specialist was hired to align the K12 History and Social Sciences curriculum to the written, taught, and assessed

curriculum. The specialist worked to research and embed Caroline history as part of the local curriculum, create an African American course curriculum, and ensure pacing aligned to the essential knowledge and skills. The specialist works with classroom teachers to support planning, delivery, and evaluation of teaching/learning.

- l. School Counselor:** Lewis and Clark Elementary School's student population exceeds 900 students who are currently served by two full-time school counselors. An additional counselor was added to meet the ongoing social, emotional, and mental health needs, deliver class lessons, and oversee school counseling responsibilities. A second school counselor was also added at Madison Elementary to address data findings and social-emotional needs.
 - m. Virtual Tutoring (New 2023):** The virtual tutoring program matches students with tutors based on their academic needs and reading levels. Students participate in online tutoring sessions 2-4 days a week before, during, and after school. The program can also extend to weekends and weeknights. All virtual tutoring sessions are facilitated by licensed educators. The tutor will collaborate with the teacher to ensure content and material are aligned to students' needs. Data and progress monitoring will be captured to assess student progress and the effectiveness of this new resource. This tool will also be utilized by students participating in the Bridging the Gap pilot. As appropriate, virtual tutoring will be used as the at-home strategy noted on each child's personalized learning plan.
 - n. Web-Based Program Subscriptions:** Fund contracted services and/or web-based programs for family engagement outreach and instruction based on data in areas of learning loss. Research based programs were identified to complement Tier I instruction skill-based growth.
 - o. Substitutes:** Permanent substitutes have been secured and assigned per school to support classroom coverage related to understaffing due to COVID related illnesses.
 - p. Coordinator of Virtual Learning and Innovation:** Coordinator supports all virtual platforms, students, and progress monitoring while serving as the liaison between Virtual Virginia and the school division. The coordinator serves as the subject matter expert on pedagogies related to instructional technology and virtual instruction and provides professional learning support to teachers through innovation specialists, library media professionals, and professional development offerings. \
 - q. Contracted Services for Vendors/Businesses:** Professional development offerings to enhance teacher knowledge and skills within special programs utilized in the core content. All professional development is ongoing with
- A. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed.** Beyond weekly PLCs, and building and central office weekly/biweekly instructional leadership team meetings, CCPS uses School Support Teams (SST) to produce evidence of the effectiveness of evidence-based learning loss interventions. The SST serves as a primary vehicle for improving student performance and achieving full accreditation and federal accountability for the school and school division. School Support Teams are established at all Caroline County Public Schools. The SST provides a formal structure in which central office support and expertise are shared with building level leaders to provide evidence-based interventions to improve quality instruction that results in student academic growth across all content areas. The SST collaboratively (building and central office staff)

evaluates the quality of the school improvement plan and monitors implementation in the specific content areas of concern. The SST directs and monitors a range of accountability actions to improve student performance, to recover learning loss, and to ensure instructional practices and programs address specific student and school academic needs. Instructional decisions are guided by data and evaluated by the SST on a monthly basis.

B. Amount of ARP ESSER funds to address learning loss: \$3,522,104.57

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.

A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies.

- a. **Total number of new staff hired with ARP ESSER funds:** 27 employees.
- b. **Plan to retain staff hired with ARP ESSER funds after September 30, 2024.** The CCPS ESSER review committee meets no less than every 6 months to review all ESSER funded positions, analyze impact data and discuss alternate funding sources such as local funding and/or other grants. As we draw closer to the end of the ARP ESSER spenddown, Human Resources will also send out employee intent forms to determine attrition. Based on staff intent, alternate funding sources, and impact data, decisions will be made for maintenance of high-impact positions.

B. 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. Caroline County Public Schools allocated approximately \$150,000.00 of its ARP Act ESSER III funds to implement prevention and mitigation strategies in the initial application. Current mitigation is not as costly as when the COVID-19 pandemic began, as such, CCPS is incurring most costs through local funding and other grants. CCPS is currently appropriating funds to purchase hand sanitizer for student and staff use in dispensers that are located in each classroom, hallways, and the cafeteria. Additionally, funds continue to be used to purchase paper towels and hand soap, along with any need for equipment and supplies supportive

of a more rigorous cleaning program. In addition, CCPS utilizes Clorox360 disinfection units to disinfect areas in which a Covid-positive person was located.

C. 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](#) for the project. Funds have been allocated for HVAC renovation and CCPS sought approval from the VDOE on November 16, 2022. This project is a “one for one” replacement of all air handling equipment for Caroline Middle School (originally installed in 1992). This project is scheduled to be completed over the FY23 and FY24 summers. The project is currently in design with final drawings to be completed by mid-January 2023. In February 2023, a RFP will be advertised for project installation and equipment. Phase 1 of installation is to be performed in the summer of 2023 with phase 2 during the summer of 2024.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below:

- a. Air conditioning unit purchases & installation on identified buses (18) with routes longer than 45 minutes.
- b. Finance Specialist was hired to assist with the processing of all procurement, budget requests, reports, and reimbursements for all CARES/ESSER funding and grants. The large HVAC project and other purchasing has required additional RFPs to be completed to ensure compliance with the Virginia Procurement Act. In addition, the financial volume of the pandemic funding has increased significantly in financial reporting and reimbursements of those funds.
- c. Transportation for Community Outreach: Pay staff to drive the family engagement/community bus into neighborhoods and to community events where instructional/staff tutors share educational resources with families.

E. Amount of ARP ESSER funds for the uses above (A. through D.): \$2,851,627.40

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
HVAC/Renovation/Capital Projects	HVAC upgrades/renovations based on the air quality study completed by RRMM architects.	NO	\$2,200,000.00	0	0	\$2,200,000.00
Other	Air conditioning units for buses with longer routes	NO	\$210,146.40	\$210,146.00		0
Other	Finance Staff (salaries/benefits)	NO	\$205,150.00		\$75,595.94	\$129,554.06
Other	Transportation for Community Outreach	NO	\$8,612.00	0	0	\$8,612
Other	Mitigation Strategies- PPE, cleaning supplies, etc.	NO	\$150,000.00		0	\$150,000
Other	Contracted services for vendors/businesses	YES	\$2,000.00	0	\$750	\$1,250
Other	Lunch Buddies	YES	\$111,795.00		\$18,620.09	\$93,174.91
Other	Substitutes	YES	\$105,612.00		\$96,287.72	\$712.28
Other Recruitment/Retention	Virtual Coaching (contracted services)	YES	\$17,040.00		\$9,499	\$7,541.00
Other	Family engagement staff to re-engage families in their child's education and share resources. (salaries/benefits & materials)	YES	\$442,820.56	\$887.37	\$120,614.79	\$321,318.40
Summer School	Staffing for summer extravaganza/pop-up tutoring (salaries/benefits & materials)	YES	\$427,804.34		\$17,510.67	\$410,293.67
Other	Class-size reduction teachers (salary/benefits)	YES	\$1,080,666.00		\$210,942.57	\$869,723.43
Other High Quality Tutoring	Intervention Staff (salary/benefits)	YES	\$116,855.00		\$31,625.74	\$85,229.26
Other	Instructional Virtual Coordinator (salary/benefits)	YES	\$202,650.00		\$42,853.67	\$159,796.33
Other	Curriculum Specialists (LA, Math, Science & History) salary/benefits)	YES	\$111,053.34		\$51,668.39	\$59,384.95
Other	School Counselor (salary/benefits)	YES	\$185,388.00		\$15,884.18	\$169,503.82

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Direct Support to Families for Tutoring	Virtual Tutoring (contracted services)	YES	\$250,000.00	0	0	\$250,000
Other	Contracted services for PD (Word Study)	YES	\$4,500.00		\$4,500	0
Other	Credentialing for Board Certified Behavior Analyst (BCBA)	YES	\$20,000.00		\$8,134.5	\$11,866
Other	Virtual VA	YES	\$270,000.00		\$124,500	\$145,500
Other	Subscription/licenses for web-based programs	YES	\$9,920.00		\$9759.99	\$160.01
Other	Instructional materials, supplies and/or curriculum	YES	\$135,571.40	\$9,086.24	\$30,509.06	\$95,976.10
Other	Promethean Boards	YES	\$106,147.93		\$96,427.93	\$9,720.00
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Stakeholder Survey Summary:

Appendix:

Caroline County Public Schools created a google survey which allowed all stakeholders (students, families, staff, and community members) to share their feedback on the usage of remaining ESSER III pandemic funds. The survey was sent out on Monday, December 5, 2022 and remained open until December 23, 2023. During the survey window, reminder phone calls, emails and social media posts were sent to the community to serve as a reminder to complete the survey. Below is a summary of the feedback received from our community in relation to our revised application.

Total number of completed surveys = 717

Students: 10 or 1.4%

Families: 379 or 52.9%

Employees: 345 or 48.1%

Community: 33 or 4.6%

Note: Out of the 717 responses, a little over 60% of respondents were associated with secondary schools.

An overwhelming 80% of our community would like CCPS to continue to use ESSER funds for class-size reduction teachers and additional instructional staff to provide intensive tutoring.

Also, 55% of stakeholders indicated additional mental health support for students should be a priority.

Virtual tutoring- Approximately 40% of stakeholders believe implementing virtual tutoring would be beneficial for student learning loss and 43% of families indicated they would be interested in their child having access to the program.

A small percentage, approximately 20-25% also indicated summer enrichment and weeklong transition camps were not a high priority, even though helpful.

Next Steps: CCPS leadership staff along with building administration are in the process of evaluating 4 virtual tutoring companies to expedite the implementation of the platform. In addition, the ESSER review committee will re-evaluate the quantity of CSR teachers per stakeholder survey feedback and adjust as needed.