

**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

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| A. School Division/LEA Name | VA Depart. of Juvenile Justice/Yvonne B. Miller High School |
| B. Division Number | 917 |
| C. Contact Name | Deana Williams |
| D. Contact Email | deana.williams@djj.virginia.gov |
| E. Contact Phone # | 804-371-0700 |
| | |
| F. Amount of ARP ESSER funding allocated to LEA. | \$1,213,219.11 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)
<https://www.djj.virginia.gov/pages/education/education.htm>
- B. 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 **Under Section #7 of the Plan, contact information is provided for DJJ's Director of Special Education and Student Services, who will assist in providing copies of the plan to**

individuals who require the document in a different language and/or require that it be orally translated for parents.

- C. Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability. **Under Section 7 of the Plan, contact information is provided for DJJ’s Director of Special Education and Student Services, who will assist with providing an alternative format and accessible to individuals with disabilities based upon the needs of the individual.**

Section 3: Opportunity for Public Comment

- A. 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. **DJJ continues to hold multiple meetings with stakeholder groups to share information and solicit input. Those groups included teachers, principals, school leaders, school staff, finance, procurement, residential administrators, behavior support unit (BSU), re-entry department, policy department.**
- B. Describe how the LEA took public input since August 2021 into account. **Input from stakeholder groups prompted amending the grant to adjust the description of how the money will be spent going forward, which aligns better with current programmatic and student needs.**

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
Description of consultation conducted: **Student ESSER Survey**
Uses consulted on: **Target date March 2023**
Feedback received: **Target date March 2023**
- B. Families
Description of consultation conducted: **Parent ESSER Survey**
Uses consulted on: **Target date March 2023**
Feedback received: **Target date March 2023**
- C. School and district administrators including special education administrators
Description of consultation conducted: **In May and June of 2022, the Education Analysis Special Workgroup held two meetings. During these meetings, information was presented on grant funding to include the ESSER I, II, and III grants. The workgroup was tasked to identify critical needs of the school and ways to use grant funding to address the needs. In September and November of 2022, there were two School-Wide Planning meetings held. During these meetings the school and district administrators took a deep dive into analyzing**

school data and began the process of a comprehensive needs assessment. The team had rich discussions on the challenges and nuances faced in our school, and ways to address barriers to improve academic performance. The team also discussed ways to use grant funding to make program improvements. The ESSER grants were included in the discussion. The district administrators created stand-alone grants meeting. During these meeting, district administrators reviewed meetings minutes and information discussed at the Education Analysis Special Workgroup meetings and the School-Wide Planning meetings. The team developed a detailed spending plan for all grants to include ESSER.

Uses consulted on: Education Analysis Special Workgroup (May 18, June 7), School-Wide Planning Meeting (September 21, November 9), Grant Meetings (June 30, August 12, August 17)

Feedback received: The school and district administrators appreciated the rich discussions on school data and the time to reflect on the challenges of academic performance. The team took the time to be thorough in developing a spending plan.

D. Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted: In March 2022, a series of trainings occurred where grant information was embedded in the presentation. The purpose was to inform staff about how current funds are being spent and challenge school staff to begin thinking about ways grant funding may be used within the classroom and/or programs within the school. In July 2022, during the school’s convocation week, the superintendent provided a broader presentation on grants, which included ESSER I, II, and III grants and uses of those funds. Staff had an opportunity to ask questions and provide comments and input, both verbal and non-verbal (comment drop spot). During the Dec. 2022 school winter training, school staff participated in an exciting grant activity, “Bright Ideas.” This activity divided the staff into small groups. Each small group was given information (hand out, materials) on a particular grant and guidance on its allowable use. The groups were given time to come up with a creative and feasible way to allocate the funds. Each group presented its idea(s), answered questions, and received a score. Ideas were awarded, comparatively, based upon the scoring criteria. Slowly introducing grants to teachers initially was intentional, to build-up to the activity held in December 2022.

Uses consulted on: March 2, 9, & 23, 2022, July 29, 2022, and December 10, 2022

Feedback received: Teachers were very receptive to the discussions and activities and were able to provide several ideas.

E. Tribes, if applicable

Description of consultation conducted: NOT APPLICABLE

Uses consulted on:

Feedback received:

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: NOT APPLICABLE

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
 Description of consultation conducted: **Stakeholders included teachers (general education, special education and English language) of students with disabilities and teachers of English Learners. These people were included in the March 2022, July 2022, and December 2022 opportunities described above in “D.”**
 Uses consulted on: **Same dates listed above in “D”**
 Feedback received: **Same feedback described above in “D”**
- H. Community based organizations, including partnerships to promote access to before and after-school programming.
 Description of consultation conducted: **NOT APPLICABLE**
 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
 Description of consultation conducted: **NOT APPLICABLE**
 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: **Teachers to include special education and EL teachers administered pre-test to determine weaknesses and compared it where student was pre Covid. Post tests were administered near the end of the nine weeks to determine progress and students who continued to require interventions and remediation. Other strategies used school-wide included student progress logs (DJJ student tracker) and benchmark assessments.**
- 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. **To support the learning loss of students**

due to COVID 19, Yvonne B. Miller High School will offer Saturday tutoring sessions for 2.5 hours per day for 52 weeks. Funds will be used to pay for 4 teachers and 1 building coordinator (e.g. principal, assistant principal, building specialist/leader) to include salary and benefits. Students who are not meeting individual targeted course completion dates or who are not passing classes will be considered a priority and selected first. Funds will be used to purchase technology software subscriptions and equipment in order to supplement Saturday tutoring sessions and to address interruptions that occurred and continue to occur within the current instructional programs.

Additionally, the need continues for support of students' mental health and social emotional learning, during and after the impact of COVID 19. DJJ will extend the contract with Urban Assembly for an additional year and move into the next phases, which includes pulling in the facilities mental health professionals to assist the school with the implementation and sustainability of Social Emotional Learning (SEL).

Funds will be used to purchase supplemental materials, supplies, equipment, and software programs to support Saturday tutoring sessions, in classroom activities, and the continuation implementation of a Multi-Tiered System of Supports (MTSS).

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed. **Teachers will use student assessment data, behavior data, and progress in coursework to evaluate a student's current academic and behavioral needs and use evidence-base strategies and interventions to focus on those targeted areas.**
- D. Amount of ARP ESSER funds to address learning loss. **\$243,332.69**

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. **NOT APPLICABLE**
 - a. Total number of new staff hired with ARP ESSER funds. **NOT APPLICABLE**
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024. **NOT APPLICABLE**

- 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. **NOT APPLICABLE**
- 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. **On, 11/16/2022, VDOE sent out an email to DJJ. VDOE is waiting to hear whether state operated programs are allowed to use ESSER III funds on capital outlay projects. Currently, the application addresses two major facility projects proposed to improve health and safe of the building and to prevent the spread of the coronavirus and other airborne viruses. Included is replacement of the roof on one of the two school buildings ("existing" building). There has been concerns over the years with moisture and mold forming on the walls of in a couple areas of the building, which have been managed but it is felt that the replacement of this roof is needed and will mitigate water intrusion that leads to mold development which is a known contributor to asthma, allergies, and colds. To further improve the health and safety conditions of the building where students receive educational services, there is a need to modify two Fan Coil units, by adding "mini splits." Making this modification will improve the overall airflow and air quality within the building. There will also be Fan Coil modifications in individual classrooms to allow for efficiency in health and cooling of the classroom, which is necessary for a safe and healthy classroom environment. When airflow in the fan coils is reduced, bacteria will grow, leading to inefficient indoor air quality and possible health issues for students and staff. Doing both projects, will create a safer/healthier environment and decrease or prevent the impact of COVID spreading.**
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below. **NOT APPLICABLE**
- E. Amount of ARP ESSER funds for the uses above (A. through D.) **\$969,886.42**

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Before and After School	Tutoring sessions (2.5 hours per day for 52 weeks). 4 teachers, 1 building coordinator (salaries/benefits)	YES	\$243,332.69		0	\$243,332.69
Other	Extend contract for Urban Assembly (address SEL)	YES	\$60,000		0	\$60,000
Before and After School	Technology software subscriptions and equipment for tutoring sessions.	YES	\$10,999.98		0	\$10,999.98
Before and After School	Materials, equipment, and supplies (tutoring)	YES	\$5,092.71		0	\$5,092.71
Other	Materials and supplies for MTSS activities	YES	\$5,000.00		0	\$5,000.00
HVAC/Renovation/Capital Projects	Replacement of rubber membrane roof on the existing school building	NO	\$800,000.00		0	\$800,000.00
HVAC/Renovation/Capital Projects	Refurbish/modify building (2) & individual classroom Fan Coil Units (20)	NO	\$7,722.11		0	\$7,722.11
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