

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 **Hanover County Public Schools 042**
- B. Division Number **Dawn Hardman, Director of Finance**
- C. Contact Name **dhardman@hcps.us**
- D. Contact Email **804-365-4503**
- E. Contact Phone #

- F. Amount of ARP ESSER funding allocated to LEA **\$8,341,833**

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted http://hcps.us/about_us/return_to_learn

- 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 **The plan may be orally translated for parents. Contact Dawn Hardman at dhardman@hcps.us to request translation.**

- 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 **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 Hanover County Public Schools at 804-365-4500.**

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 **In developing the ARP ESSER Plan, Hanover County Public Schools sought public input and took such input into account as described below. Input was received during numerous school board meetings (every 6 months, as required) and through focus groups for the 2020-2021 and 2021-2022 school years where both in person and virtual learning environments were provided. Our website details communications from the pandemic at the following link http://hcps.us/events/c_o_v_i_d-19_news. The updated ESSER spending plan was presented to the Hanover County School Board on June 13, 2023. The opportunity for public comment was also made available at that meeting.**
- B. Describe how the LEA took public input since August 2021 into account **During the period of the ARP ESSER award Hanover County Public Schools has periodically reviewed and revised its plan for the safe return to in-person instruction and continuity of services, as required, based on feedback received from the school board meetings and feedback received from focus groups in Section 3. B. above. Moving forward, the plan will be reviewed at least every six months, and Hanover County Public Schools will seek and consider public input during the review process. Plan revisions will consider CDC guidance on safely reopening schools, if any are issued.**

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 **Return to Learn Plan Focus Groups**
Uses consulted on **All aspects of Return to Learn planning**

Feedback received **Students participated and provided insight in discussions about new learning environments and mitigation strategies.**

B. Families

Description of consultation conducted **Public comment at School Board Meetings, Community Town Hall sessions**

Uses consulted on **All aspects of Return to Learn planning**

Feedback received **Family members participated and provided insight in discussions about new learning environments, mitigation strategies, and student needs.**

C. School and district administrators including special education administrators

Description of consultation conducted **Division Leadership Meetings**

Uses consulted on **All aspects of Return to Learn planning**

Feedback received **HCPS Administrators participated in Division Leadership Team meetings, providing insight in discussions about new learning environments and mitigation strategies as well as student needs (instructionally, nutritionally, behaviorally, etc...).**

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

Description of consultation conducted **General Staff Meetings as well as meetings with Hanover Professional Educators (HPE) and the Hanover Education Association (HEA)**

Uses consulted on **All aspects of Return to Learn planning**

Feedback received **HCPS engaged teachers, principals, other school leaders, educators, and professional organizations representing HCPS employees (HPE and HEA) in meetings, with representatives providing insight in discussions about new learning environments and mitigation strategies as well as student needs (instructionally, nutritionally, behaviorally, etc...).**

E. Tribes, if applicable

Description of consultation conducted **not applicable**

Uses consulted on **not applicable**

Feedback received **not applicable**

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted **Members of the HCPS Special Education Advisory Committee and NAACP were included in Return to Learn Plan Focus Groups**

Uses consulted on **All aspects of Return to Learn planning**

Feedback received **Representatives provided insight in discussions about new learning environments and mitigation strategies as well as student needs (instructionally, nutritionally, behaviorally, etc...).**

- 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 **Members of these interest groups were included in Return to Learn Plan Focus Groups**

Uses consulted on **All aspects of Return to Learn planning**

Feedback received **Representatives provided insight in discussions about new learning environments and mitigation strategies as well as student needs (instructionally, nutritionally, behaviorally, etc...).**

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

Description of consultation conducted **Local Churches/Faith Leaders and the HCPS Business Advisory were included in the Return to Learn Plan Focus Groups**

Uses consulted on **All aspects of Return to Learn planning**

Feedback received **Representatives provided insight in discussions about new learning environments and mitigation strategies as well as student needs (instructionally, nutritionally, behaviorally, etc...).** In addition, these groups assisted with planning and execution of food distribution.

- 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 **The HCPS Family Engagement Center and Head Start Advisory were involved in the Return to Learn Plan Focus Groups**

Uses consulted on **All aspects of Return to Learn planning**

Feedback received **Representatives provided insight in discussions about new learning environments and mitigation strategies as well as student needs (instructionally, nutritionally, behaviorally, etc...).**

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 **HCPS identifies learning loss through ongoing, constant formative assessment. In addition, State testing results were used as benchmarks and Universal Screener was used to assess mental health.**
- 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 **Hanover County Public Schools will use ARP ESSER funding to increase the number of Social Workers (help with identification of students with disabilities and attendance), Math and Literacy Coaches (to provide interventions to students), Senior Teachers (to assist teachers with data-centered decision making to support students in areas of need), additional Resource Teachers (to provide Teachers with additional lesson planning time), additional clinic staffing (to ensure timely response to increased instances of student health needs), and offering a comprehensive, synchronous, Online School option (allowing students to continue to engage in their education to mitigate learning loss). In addition, HCPS maintained low staffing ratios in brick-and-mortar schools to allow for additional intervention.**
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed **HCPS staff perform school based monitoring of interventions as well as Division-level monitoring of performance in Reading and Math, using state testing results (where available).**
- D. Amount of ARP ESSER funds to address learning loss **\$2,283,071**

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 **HCPS paid teachers for covering additional classes when substitutes were not available. Primarily, this provided students with higher quality instruction to**

mitigate learning loss, but also ensured teachers felt valued, appreciated, and adequately compensated. HCPS used ARP ESSER funding to implement a new paperless employee onboarding software (Neogov) for easier access to seeking employment.

- a. Total number of new staff hired with ARP ESSER funds **5 Social Workers, 4 Health Services Assistants, 3 Senior Teachers, 8 Elementary Resource Teachers, 10 Online School Teachers, 1 Math Coach, 23 Assigned Substitutes.** **The plan also includes funding to pay teachers for covering classes (in the absence of subs). Position costs total \$4,395,709.**
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024 **Staff positions will be evaluated throughout the period of the grant, and will be retained through a variety of methods, including incorporation into future local budget requests through increased enrollment or attrition, absorption of the position into the local budget through turnover savings in other positions. In some cases, as the impacts of the pandemic subside, some positions may no longer be needed and could be eliminated, with the underlying staff being reassigned to other vacancies within the Division.**
- 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 **ARP ESSER funds totaling \$90,000 were used to assist in the purchase of a paperless onboarding/hiring system to limit the necessity of in-person application processing. Other prevention and mitigation strategies employed in HCPS have been performed with other funding.**
- 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 **n/a**
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below **HCPS utilized \$310,000 of funding to purchase furniture to allow greater ability to social distance in classrooms, and is reserving \$3,600,000 for technology device replacements at the high school and middle school levels.**
- E. Amount of ARP ESSER funds for the uses above (A. through D.) **\$8,341,833**

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Replacement of computers for Middle Schools and High Schools	NO	\$3,600,000		\$3,370,000	\$230,000
Other	Health Services Attendants	NO	\$444,132		\$276,780	\$167,352
Other	Administrative and Attendance Support – Secondary Schools	NO	\$99,630		\$ 69,994	\$29,636
Other	Assigned (Permanent) Substitutes	NO	\$650,000		\$374,256	\$275,744
Other	School Social Workers	YES	\$615,000		\$359,062	\$255,938
Other	Teacher pay for covering Sub vacancies	NO	\$325,000		\$211,456	\$113,544
Other	Furniture replacement	NO	\$310,000		\$310,000	\$0
Other	HR Software expansion for automated onboarding process	NO	\$90,000		\$90,000	\$0
Other Recruitment/Retention	Senior Teachers @ Middle Schools	YES	\$280,000		\$185,079	\$94,921
Other Recruitment/Retention	Contract Extensions for High School Department Chairs	YES	\$150,000		\$103,641	\$46,359
Other Recruitment/Retention	Contract Extensions for Math & Literacy Coaches	YES	\$189,625		\$129,289	\$60,336
Other Recruitment/Retention	Extra Resource Teachers	YES	\$830,462		\$443,646	\$386,816
Other Recruitment/Retention	Online School Teachers	YES	\$757,984		\$716,016	\$41,968
	TOTALS		\$8,341,833		\$6,639,218	\$1,702,615