

**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 | Fairfax County Public Schools |
| B. Division Number | 029 |
| C. Contact Name | Evangeline R. Petrich, Ed.D. |
| D. Contact Email | erpetrich@fcps.edu |
| E. Contact Phone # | 571-213-4795 |
| F. Amount of ARP ESSER funding allocated to LEA | \$188,763,128.53 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)
<https://www.fcps.edu/ESSER3>

- 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 is written with the community as the audience and in "family-friendly" language to the best extent possible. The plan is available in other languages through "machine translation" using the Google Translate buttons located at the top of the webpage. The plan may also be orally translated for parents by contacting the Office of Communication and Community Relations at 571-423-1200.

- 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

A parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format by contacting the Office of Communication and Community Relations at 571-423-1200.

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

During the spring/summer of 2021, Fairfax County Public Schools' (FCPS) provided the public opportunities to share input on the ARP ESSER spending plan via focus groups and online web forms. Students, families, administrators, teachers, FCPS leadership, and community organizations were the stakeholder groups. In February 2022 and November 2022 all stakeholder groups had additional opportunities to submit online feedback via a webform (4-week window) and offer public comments prior to a scheduled School Board meeting.

Additionally, FCPS Leadership provided ESSER III Updates at two School Board work sessions (February 22, 2022 and November 29, 2022). These ESSER III Updates to the School Board were video streamed and provided the School Board and community formal updates on academic and wellness supports, financial spending and continuous monitoring, and an accountability report (focused on FCPS' alignment of academic and wellness efforts with demonstrated student needs and student outcome measures). All the documents related to the School Board work sessions were made available to the public.

FCPS held an ESSER III Community Conversation on December 13, 2022. Dr. Michelle Reid, Superintendent, and Dr. Sloan Presidio, Chief Academic Officer, provided attendees an opportunity to provide input using these guiding questions: 1) How has ESSER funding positively impacted your school community?; 2) What suggestions might you offer to address current

needs related to pandemic recovery?; and 3) What does FCPS need to be aware of as it continues to implement ESSER funding? This community conversation was offered to attendees in a hybrid format (in-person and virtual) to reach as broad of an audience as possible.

B. Describe how the LEA took public input since August 2021 into account

Public input serves as a data point for FCPS Leadership to consider as it relates to the division's *Return to In-Person Instruction and Continuity of Services Plan* and the division's *ESSER III Spending Plan*. Overall, public input has indicated a need for increased communication so families and community stakeholders can better understand FCPS' efforts to address learning loss and students' wellness supports. Additionally, input has impacted FY23 fiscal decisions related to ESSER spending to include application amendments that support 1) additional funding for summer programming (i.e. additional funding to support learning loss) and 2) continued funding to support social distancing/COVID case management efforts in schools.

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

Students may voluntarily provide input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs
- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

B. Families

Description of consultation conducted

Families may voluntarily provide input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs

- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

C. School and district administrators including special education administrators

Description of consultation conducted

School and district administrators including special education administrators may voluntarily provide input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs
- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

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

Description of consultation conducted

Teachers, principals, school leaders, other educators, school staff, and their unions may voluntarily provide input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs
- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

E. Tribes, if applicable

Description of consultation conducted

Members of tribes may voluntarily provide input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs

- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted

Civil rights organizations, including disability rights organizations may voluntarily provide input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs
- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

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 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 may provide voluntary input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs
- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

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

Description of consultation conducted

Community based organizations, including partnerships to promote access to before and after-school programming may provide voluntary input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs
- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

- 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

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 may provide voluntary input through participation in focus groups, public hearings, web forms, and community conversations.

Uses consulted on

- Continuity of learning services and student academic needs
- Health and safety of students, educators, and staff
- Wellness needs of students, to include social, emotional, mental health, and other needs

Feedback received

Please see Appendix A.

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

Initial decisions about using ESSER III funding to address learning loss focused on available student data sources during Spring 2021. FCPS determined a multi-year funding approach was necessary to address academic recovery. Thus, FCPS allocated funds to target learning loss to four of 29 funded projects: P9 Academic Intervention, P10 Summer Learning Program 2022, P12 Compensatory Services, and P28 ESOL Staffing.

The P9 Academic Intervention project provides school-based allocations to each of FCPS' comprehensive and nontraditional school programs. As additional student achievement data points became available during the 2021-22 school year, FCPS adjusted its academic school allocation formula to prioritize funding for the number of students who demonstrated need versus proxy data (e.g. enrollment) that had been used initially. The revised formula accounts for students who are identified as having academic needs at Tiers 2 and 3 (in the Multi-tiered Systems of Support framework, or MTSS framework) based on identified division metrics (e.g. screener data, SOL data) in English Language Arts and mathematics.

In addition to the school-based P9 Academic Intervention funding, ESSER funds were reserved to provide robust, tuition-free summer programming for students during Summer 2022 (P10 Summer Learning Program). ESSER funding for P12 Compensatory Services and additional P28 ESOL Staffing provide targeted supports for students with disabilities and English Language Learners, respectively.

- 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

FCPS used or will use ESSER funds to implement the following evidence-based interventions to address learning loss:

- P9 Academic Intervention (funded FY22, FY23) – This project allocates funding to schools based on the number of students demonstrating need. To align schools' efforts with division instructional priorities, FCPS central offices provided extensive resources and guidance for adjusting Tier 1 instruction and Tier 2 and Tier 3 interventions. FCPS requires schools to identify and monitor interventions using a consistent division-wide data tool. The MTSS process requires teachers to make decisions based on assessment of student needs and to utilize the curriculum resources and instructional practices aligned to those needs. Ongoing professional development and coaching opportunities

are available to school leaders to implement evidence-based interventions and programs.

Prior to schools receiving their P9 Academic Intervention funds described in 5A, schools must submit their school improvement plan and ESSER budget to division leadership. Plans are reviewed before funding is released to schools. After division approval school plans are posted for public transparency at <https://www.fcps.edu/ESSER3/school-plans>. Schools and central offices engage in a quarterly monitoring process. The quarterly monitoring process is a two-step process (coding of actions and reflections) and enables data to be examined for patterns across levels, regions, and the division. Additionally, data from schools' quarterly progress monitoring is used by school-based teams for strategic planning; central office goal teams to determine professional development and coaching in goal-specific areas; region leadership teams to network schools with similar goals so that they can learn from each other; and the ESSER team for grant reporting and budget allocation.

- P10 Summer Learning Program (funded FY23) – FCPS provided robust, tuition-free summer programming for students. Approximately 30,000 pre-K through grade 12 students attended tuition-free summer programming during the summer of 2022. The summer programming model included programs at every elementary and middle school site as well as five host high school sites for the Credit Recovery Academy.
- P12 Compensatory Services (funded FY22, FY23, FY24) – Hourly funding for staff to provide direct services to students with disabilities to help mitigate the loss of instruction due to pandemic-related school closures. Funds will also support the cost of legal agreements and fees necessary to reimburse parents through the special education hearing and appeals process for external educational costs incurred by them due to pandemic-related school closures. ESSER II spending has been prioritized before accessing ESSER III funding. Support to students with disabilities is ongoing and ESSER III funds will be allocated, as appropriate.
- P28 ESOL Staffing (funded FY22) – English learners were significantly impacted by school closures and the shift to virtual learning due to the pandemic. English learners benefit from additional in-person learning time to develop English proficiency and understand content. Twenty elementary schools were allocated an additional 0.5 FTE ESOL teacher for SY 2021-22. The national teacher shortage contributed to many schools being unable to staff these positions. Instead, some schools elected to hire instructional assistants who collaborated with their current ESOL teams to provide additional support to English language learners. For SY 2022-23, FCPS added 50.0 FTE ESOL positions,

funded operationally, to elementary ESOL programs due to updated division staffing calculations.

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed

FCPS' Office of Research and Strategic Improvement (ORSI) provides accountability reporting to the School Board and community. ORSI's reports support the monitoring of the effectiveness of FCPS' ESSER III fund use and the identification of potential improvements. Their first report (shared with the School Board and community on February 22, 2022) addressed the alignment of ESSER III academic (and wellness) allocations with student needs. ORSI's second report (shared with the School Board on November 29, 2022) described the division's planning to support schools' use of ESSER funds, students' participation in ESSER intervention, students' growth toward academic benchmarks, and the costs, as well as return on investment (where possible), related to those efforts based on data from student performance measures, surveys, focus groups, interviews, document review, as well as central databases of ESSER documentation.

For school year 2022-23, the number of students requiring Tier 2 or Tier 3 support in English Language Arts and mathematics has seen a decrease as compared with students requiring Tier 2 or Tier 3 supports during Fall 2021. Additionally, state testing results for FCPS have shown improvement in both reading and mathematics since students returned to in-person learning. Reading performance is nearly back to pre-pandemic levels and math performance is rapidly progressing toward baseline levels.

- D. Amount of ARP ESSER funds to address learning loss \$68,880,502

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

FCPS used ESSER III funds to support teacher and staff retention and recruitment strategies with the following projects:

- P1 Intervention Special Education Teacher Contracts (funded FY22, FY23) – Special Education teachers' daily contracts are extended by 30 minutes to foster special education teacher retention by compensating for the additional workload required to address compliance responsibilities beyond their instructional duties. Given students with disabilities were significantly impacted by school closure and virtual learning and given special education remains a national critical shortage area, it is imperative that FCPS attract and retain licensed special education teachers to provide direct support to students with disabilities to close the achievement gap that has been exacerbated by the pandemic.
- P26 Bus Driver Compensation and Stipends (funded FY22) – During school year 2021-22, Transportation Services hired 61 new bus drivers, including substitute drivers, and increased the hourly pay rate for 331 existing drivers. ESSER funding allowed Transportation Services to meet a need that existed pre-pandemic by offering more competitive rates compared to surrounding districts. The addition of late-run stipends enticed more drivers to take on late bus runs.

- a. Total number of new staff hired with ARP ESSER funds 52.5 FTEs

Note: An additional 74.0 FTEs are staffed in one-year only positions at the school level from P2 Wellness Intervention and P9 Academic Intervention funding. These 74.0 FTEs are providing student-facing instruction/intervention for academics or wellness.

- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024

FCPS Leadership is continuously monitoring the impact of ESSER-funded positions and the need to assume some of these positions in the FCPS Operating Budget. To date, 10.0 FTE ESOL teacher positions, ESSER-funded in FY22, were assumed in the FY23 FCPS Operating Budget. FCPS Leadership will review the impact of each project and related staff in February 2023 to determine next steps for staff hired with ARP ESSER funds for FY24 and beyond.

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

FCPS used ESSER III funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning through the following projects:

- P13 Mitigation Measures Team (funded FY22) – Funding was used in FY22 to procure external mitigation measures safety team observers to ensure objectivity in the monitoring of COVID-19 divisionwide mitigation strategies. This project concluded at the end of FY22 and the benefits from this project included more consistent cleaning standards across schools and greater understanding among custodial staff of how to conduct deep cleaning.
- P27 COVID Case Manager/Classroom, Outdoor, and Dining Room Monitors (funded FY22, FY23) – Schools received a per-pupil allocation to hire a COVID Case Manager and/or supervision monitors to support the pandemic-related needs of their school community. The pandemic created new, job-specific responsibilities around COVID case management in schools. This funding allows schools to be flexible in meeting the COVID case management requirements and coordinating student support.
- P29 School Health Position (funded FY22, FY23) – A 1.0 FTE school health position supports managing public health related work during the pandemic. The School Health Officer continues to support COVID case management efforts within FCPS through the collection and reporting of case outbreak data. Additionally, the School Health Officer is working with families, schools, and the Fairfax County Health Department to ensure school entrance immunizations are completed.

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

FCPS is using ARP ESSER funds to support the following projects:

- P2 SEL (Wellness) Intervention (funded FY22, FY23) – Schools are receiving wellness allocations to provide targeted social, emotional, and mental health support for students. Like the P9 Academic Intervention project, extensive resources and guidance for the use of evidence-based practices or programs have been provided to schools. Similarly, schools submit a wellness plan and ESSER budget as part of their school improvement plan which is reviewed and approved by division leaders before funding is released to schools. After

- division approval school plans are posted for public transparency at <https://www.fcps.edu/ESSER3/school-plans>. ORSI's reports (described in response 5C) also support the monitoring of the effectiveness of FCPS' ESSER III fund use related to wellness interventions and the identification of potential improvements.
- *P3 Family Liaison* (funded FY22) – ESSER funds provided 40 additional schools with the ability to hire an hourly Family Liaison for at least two days a week or 14 hours. Family Liaisons created opportunities for families to reconnect and build collaborative relationships with school staff in support of return to school efforts. Family Liaisons received monthly professional development on partnering with families. The FCPS Operating Fund now includes increased funding to hire family liaisons.
 - *P4 Grow Your Own Pathway* (funded FY22, FY23, FY24) – Two division-level special education instructional coaches are actively supporting second-year provisionally licensed teachers. An instructional coach works alongside the teacher and provides job-embedded professional development through student-focused coaching cycles. This project provides participants with access to the prerequisite course that is needed to qualify for a provisional license and a special education position. To date, 100 individuals have finished the prerequisite course. Plans are underway to invite new teachers and teacher residents to participate in the final cohort of the program scheduled for January 2023.
 - *P5 Equity PD for School Teams* (funded FY22, FY23, FY24) – As FCPS transitioned to in-person learning during school year 2021-22, families have shared how the current political and racial climate have placed additional fears on their ability to trust the schools for their children. The project team is working with subject-matter experts, school-based leaders, and equity leads. The Equity and Cultural Responsiveness (ECR) team is developing a protocol for school teams to review their data from the Equity Audits and develop a school-wide action plan to address identified needs. Plans are underway to identify in-person professional development opportunities to implement throughout SY 2022-23.
 - *P6 Graduation Requirements Reporting Tool* (funded FY22, FY23, FY24) – Funding supports staff to effectively use the Graduation Requirements Summary Analysis and Reporting Tool. This tool provides early warning systems for at-risk students and allows for improved academic advising, which will support students for staying on track for graduation and post-secondary plans. Additionally, it will allow for greater schoolwide analysis and early intervention.
 - *P7 Family and School Partnership Specialist* (funded FY22, FY23, FY24) – The 1.0 FTE Family and School Partnerships Specialist developed multiple opportunities for post-pandemic family engagement strategies and school connections throughout the division. In

collaboration with Family and School Partnerships staff, the Specialist coordinates intentional outreach efforts to help maintain equity of services for all FCPS families.

- P8 Equity PD for Equity Leads (funded FY22, FY23, FY24) – This project is like P5 Equity PD for School Teams but supports the needs of the division's Equity Leads. The Equity and Cultural Responsiveness (ECR) team developed a timeline to train Equity Leads over a 3-year period, with the first training rotation in June/July 2022.
- P11 HS Afterschool Programming and Transportation (funded FY22, FY23, FY24) – Funding is provided for additional afterschool program support staff to create, plan, and provide programming tailored to each schools' unique needs, and transportation costs to support late runs ensuring all high school students have access to the afterschool programming. This project will promote positive school culture and focus on removing barriers that may limit access to programs and students.
- P14 Cybersecurity (funded FY22, FY23, FY24) – Funds will be used to strengthen FCPS' cybersecurity platform due to identified risks during the pandemic, with the expanded use of technology for education and operations. Funding will be utilized to purchase cybersecurity technology and related professional services resulting in significant improvement in student and teacher data privacy and improved reliability of educational delivery services for students and teachers.
- P15 Bandwidth and Zoom License Fees (funded FY22, FY23) – The pandemic accelerated the distribution of student laptops and handheld computing devices to help students meet instructional and learning goals and objectives. With the return to school buildings and the increased number of devices in schools, the demand for reliable and resilient connectivity within school buildings is essential for student success.
- P16 Indirect Cost Recovery Rate 1.2% (funded FY22, FY23, FY24) – FCPS' indirect cost recovery rate of 1.2% is a VDOE-calculated rate based on the annual school report and is allowable under the terms and conditions of the grant. Indirect cost recovery is a standard practice in grants development and allows organizations to recover cost for time staff spend working in support of the grant application, grant management, grant reimbursement, grant compliance, accounts payable, etc.
- P17 Translators (funded FY22, FY23, FY24) – Five language translators (representing Arabic, Korean, Chinese, Amharic, and Urdu languages) were hired and provided translation services during FY22.

- *P18 Multilingual Engagement Communications* (funded FY22, FY23, FY24) – A Multilingual Engagement Manager and two Multilingual Engagement Specialists (one for Spanish and another for Korean language support) are in place. These individuals support the increased implementation of oral interpretation services for the division, including support at community engagement events, School Board meetings, and other community events across the division.
- *P19 Grants Administration* (funded FY23, FY24) – Three positions are in place to support the fiscal oversight and management of ESSER III funds. These positions are currently covered by ESSER II and will be funded against ESSER III in FY23 and FY24. The Grants Administration team regularly collaborates with division staff to ensure accurate tracking, monitoring, and VDOE reimbursement of ESSER grant funding.
- *P20 Budget Analyst* (funded FY22, FY23, FY24) – Due to the pandemic, grant development opportunities have become more complex. This position will provide fiscal monitoring, oversight, and assistance to the grant administration team. The Budget Analyst position continues to be advertised but remains unfilled due to general candidate pool shortages.
- *P21 Multilingual Texting Service* (funded FY23) – *TalkingPoints*, a multilingual texting service, has been procured and provides educators with the ability to send written messages that are translated into families' native language, which will enable families to respond in their native language with responses received by educators in English. This service will allow for educators and families to communicate regularly.
- *P22 Multilingual Interpretation Services* (funded FY22) – FCPS contracted interpreter services from United Language Group (ULG) to enhance communication with families. The inclusion of division-wide access to this service allows schools to communicate with families whose home language is not represented by other FCPS services such as family liaisons or interpreters.
- *P23 Hourly Multilingual Interpreter Compensation* (funded FY22) – Hourly funding was utilized to provide support services to all families, including those participating in special education meetings and communications. This project allowed the team to offer competitive hourly rates to retain interpreters and helped resolve an issue they faced pre-pandemic with hourly interpreters often choosing jobs outside of FCPS due to higher hourly rates.
- *P24 Online Translation Service for Written Communication* (funded FY22) – This project was initially funded in FY22. However, FCPS staff were able to provide all written communication translation requests internally through the Office of Special Services. *Note:*

Funds allocated for this project were redirected to P10 Summer Learning Program for Summer 2022 and included in VDOE Amendment #3.

- P25 ESSER III Project Management (funded FY22, FY23, FY24) – The Project Management team ensures funds assigned to schools are based on needs, the use of funds fall within designated guidelines, and are spent providing direct academic and wellness intervention to students. The team monitors intervention practices and related progress for all schools. Additionally, the team provides project updates for FCPS Leadership and develops systems for tracking and monitoring project timelines.

E. Amount of ARP ESSER funds for the uses above (A. through D.) \$119,882,627

Section 7: Budget

Note: Values in Section 7 represent ESSER III data through November 30, 2022.

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other Recruitment/Retention	P1: Intervention Special Education Teacher Contracts: Provides 30-minute contract extension for special education teachers in FY22 and FY23 to foster special education teacher retention by compensating special education teachers for the additional workload required to address compliance responsibilities beyond their instructional duties.	NO	43,760,552	-	27,175,159	16,585,393
Other	P2: SEL (Wellness) Intervention: Funding to schools (amounts based on demonstrated student needs at each school) provides targeted support for student wellness needs.	NO	21,684,149	161,843	6,219,206	15,303,100
Other	P3: Family Liaison: Hourly funding in SY 21-22 for Family Liaisons to provide family engagement support and programming at schools/with school communities.	NO	3,198,579	-	3,198,579	-
Other Recruitment/Retention	P4: Grow Your Own Pathway Professional Development: Division level instructional coaches provide training and mentoring to new and provisionally licensed teachers.	NO	2,515,502	54,166	335,218	2,126,118
Other	P5: Equity PD for School Teams: Hourly funding to support teachers, staff, and school teams to plan for and engage in equity-based professional development training. This will ensure that FCPS schools are welcoming and culturally responsive to all students and families.	NO	1,571,381	-	1,060	1,570,321

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	P6: Graduation Requirements Summary Analysis and Reporting Tool: Development of an On-Time Graduation data tool to support high schools with identifying students at risk of not graduating on time. The tool provides early warning systems for at-risk students and allows for improved academic advising.	NO	420,000	156,056	-	263,944
Other	P7: Family and School Partnerships Specialist: This position provides support to schools with the development and implementation of high impact, post-pandemic family engagement strategies.	NO	419,232	-	179,922	239,310
Other	P8: Equity PD for Equity Leads: Professional development for equity leads to engage in work around "Courageous Conversations about Race" and the division's anti-bias/anti-racism policy. Leads will then support this work in schools and central offices to ensure that our schools are welcoming and culturally responsive to all students and families.	NO	46,705	-	-	46,705
Other High Quality Tutoring	P9: Academic Intervention: Funding to schools (amounts based on demonstrated student needs at each school) to provide high dosage tutoring and supports for students in English Language Arts and Mathematics.	YES	50,373,901	742,102	18,349,635	31,282,164
Summer School	P10: Summer Learning Program for Summer 2022: Provided a robust tuition-free summer learning program for preK-12 students in summer 2022.	YES	18,089,303	-	11,511,730	6,577,573
Before and After School	P11: Afterschool Programming and Transportation: Enhance afterschool program options at all FCPS high schools with a focus on removing barriers that may limit access to programs.	NO	12,279,287	7,430	2,971,555	9,300,302

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	P12: Compensatory Services: Provides direct services to students with disabilities to help mitigate the loss of instruction due to pandemic related school closures.	YES	247,361	-	46,586	200,775
Other	P13: Mitigation Measures Team: Provided continuous improvement feedback to improve implementation of mitigation strategies in schools, as well as reliable and valid data on correctness and consistency of implementation of the CDC Mitigation Strategies.	NO	1,314,162	-	858,690	455,472
Other	P14: Cybersecurity: Funds will be used to strengthen FCPS' cybersecurity platform due to identified risks during the pandemic, with the expanded use of technology for education and operations.	NO	9,000,000	130,800	348,118	8,521,082
Other	P15: Bandwidth and Zoom License Fees: Procurement of Zoom licenses to support instruction, collaborative activities, and large virtual events hosted by schools and division. Strengthen/enhance wireless connectivity capabilities at school sites.	NO	2,000,000	902,934	1,093,242	3,824
Other	P16: 1.2% Indirect Cost Recovery Rate: Indirect cost recovery is standard practice in grants development and allows organizations to recover cost for time central staff spend working in support of the grant application, grant management, grant reimbursement, grant compliance, accounts payable, etc.	NO	1,867,616	-	771,353	1,096,263
Other	P17: Translators: Full-time positions support existing translation services in 5 languages (Arabic, Korean, Chinese, Amharic, and Urdu).	NO	1,041,098	-	278,808	762,290

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	P18: Multilingual Engagement Communications: These positions communicate/share resources that are available to families to support learning loss and social-emotional needs, with particular emphasis targeted at English learner families.	NO	615,739	-	147,753	467,986
Other	P19: Grants Administration: This team collaborates with the Comptroller's Office, Budget Services, Financial Services, and Human Resources to support all FCPS schools and departments in obtaining the necessary documentation for all salaries, logistics, and services charged to the grant.	NO	402,545	-	-	402,545
Other	P20: Budget Analyst: Budget analyst to support grant work including amendments, budget revisions, fiscal monitoring/oversight, and assistance to grants team.	NO	296,671	-	-	296,671
Other	P21: Multilingual Texting Service: The <i>TalkingPoints</i> application allows schools/school staff to send written messages that are translated into a families' native language, which will enable families to respond in their native language with responses received by educators in English	NO	300,000	-	222,750	77,250
Other	P22: Multilingual Interpretation Services: Purchase of translation services to provide support for families whose home language is not represented by other FCPS services such as family liaisons or interpreters.	NO	200,000	105,630	94,370	-
Other	P23: Hourly Multilingual Interpreter Compensation: Hourly funding to support the hiring of qualified, hard-to-fill multilingual interpreters who will provide support services to families.	NO	156,800	-	156,800	-

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	P24: Online Translation Service for Written Communication: Procure contracted translated services for written communications. Note: Funds allocated for this project were redirected to P10 Summer Learning Program for Summer 2022	NO	-	-	-	-
Other	P25: ESSER III Project Management: This team ensures funds assigned to schools are based on needs, the use of funds fall within designated guidelines, and are spent providing direct academic and wellness intervention to students. The team monitors intervention practices and related progress for all schools.	NO	1,621,313	-	437,320	1,183,993
Other	P26: Bus Driver Compensation and Stipends: Additional compensation for bus drivers to address driver shortages.	NO	3,028,098	-	2,509,823	518,275
Other	P27: Classroom, outdoor, and dining monitors: Hourly funding for schools to hire staff to assist with COVID case management, outdoor supervision, dining room supervision, and classroom coverage.	NO	11,863,844	-	7,136,310	4,727,534
Other	P28: ESOL Staffing: Additional ESOL teacher staffing for twenty elementary schools during the 21-22 school year	YES	169,937	-	130,036	39,901
Other	P29: School Health Position: Supports COVID case management efforts within the division and County. Works with families, schools, and the Fairfax County Health Department to ensure school entrance immunizations are completed.	NO	279,354	-	117,092	162,262

Note: Values in Section 7 represent ESSER III data through November 30, 2022.

Appendix A

Summary of ESSER III Funding Community Feedback to Date

Timeline of ESSER III Engagement

Fairfax County Public Schools (FCPS) provided multiple opportunities for stakeholder to share feedback on implementation of the plan. Input was collected via focus groups, feedback web forms, public hearing opportunities, and a community conversation.

The following included opportunities for stakeholder input FCPS' use of ESSER III funds and the division's Return to In-Person and Continuity of Instruction plan:

- May 21, 2021 - June 11, 2021: Web form to solicit input from constituents on use of ESSER III funds
- May 20, 2021: School Board Meeting (approval for use of ESSER III for afterschool and summer learning opportunities)
- May 25, 2021: Focus group #1 with Special Education Parent Teacher Association
- May 27, 2021: Focus group #2 with the community
- June 7, 2021: ESSER III Public Hearing
- June 10, 2021: Focus group #3 with the community
- July 13, 2021: School Board Work Session
- July 15, 2021: School Board Meeting (initial ESSER III Funds Spending Plan approved)
- August 24, 2021: School Board Work Session (ESSER III Spending Plan)
- August 26, 2021: School Board Meeting (ESSER III Funds Spending Plan approved)
- February 11, 2022-March 4, 2022: Spring 2022 Feedback web form
- February 22, 2022: School Board Work Session (update on the Division Academic and Wellness Support Plans, ESSER III Spending, and Accountability Reporting)
- February 24, 2022: ESSER III Public Hearing
- June 22, 2022: Audit Committee Meeting (ESSER III Continuous Monitoring Results)
- September 23, 2022-October 31, 2022: Fall 2022 Feedback web form
- October 6, 2022: School Board Meeting (Agenda item - Reallocation of funds to support Academic Intervention and COVID Case Managers and Monitors)
- October 12, 2022: Public Engagement Committee (Update on ESSER III Funds Community Engagement)

- November 3, 2022: School Board Meeting (ESSER III Public Hearing & ESSER III Update)
- November 29, 2022: School Board Work Session (ESSER III Update)
- November 30, 2022: School Board Public Engagement Committee (Status Update on ESSER III Funds Community Engagement)
- December 7, 2022: School Board Public Engagement Committee (Status Update on ESSER III Funds Community Engagement)
- December 13, 2022: Community Conversation
- December 14, 2022: School Board Audit Committee Meeting (FY23 ESSER III Continuous Monitoring Results)
- December 15, 2022: School Board Meeting (Academic Matters: Learning Loss)

Fall 2022 (November 2022) Summary

The Fall 2022 ESSER III Feedback web form first launched on Friday, September 23, 2022 and closed on Monday, October 31, 2022. A total of 714 responses were received, of which 75 were written in Spanish. The same [three open-ended questions](#) from the Spring 2022 web form were used.

A public hearing was held on Thursday, November 3 prior to the School Board meeting. Five speakers shared comments.

The feedback demonstrated a general lack of communication and understanding by stakeholders of how funds were being specifically used in the school communities and a general unawareness of the impact ESSER III funds were making. Feedback also demonstrated a desire to concentrate funding on Learning Services & Academics.

Stakeholder feedback on the implementation of the plan included:

- Constructive feedback in learning services demonstrated a desire for more opportunities for in-person tutoring or 1:1 academic support programs as well as a continuation of accessible summer learning and enrichment programs.
- Participants generally showed approval for FCPS' layered prevention strategies to mitigate the spread of COVID 19, but also demonstrated some concern for the continuation of mitigation strategies, including upgrading indoor ventilation, to address immunocompromised students and staff.
- Wellness feedback showed a desire for more family and community collaborations such as resources for mental health supports in the community as well as an increase in school and family partnerships.
- Feedback also demonstrated conflicting perspectives around SEL and Wellness efforts in schools but also an overall confusion about the differences between Wellness and SEL.

- There was overall feedback regarding the need for additional staffing to better support the academic and wellness needs of students.

Spring 2022 (February 2022) Summary

The Community Feedback web form opened on Friday, February 11, 2022 and closed on Friday, March 4, 2022. A total of 1,038 responses were received, of which 2 were written in Spanish. Three open-ended questions elicited feedback around the continuity of learning services, the health and safety of students, and the wellness needs of students.

Stakeholder feedback on the implementation of the plan included:

- Positive feedback for the division's commitment to in-person instruction, equitable access to technology, virtual learning opportunities, layered mitigation strategies, and mental health supports
- Advocacy for smaller class sizes, additional staffing, staff compensation, staff mental wellness supports, summer learning opportunities, consistency around virtual learning opportunities, and improved ventilation
- Constructive feedback included concerns around the SEL screener, masks, and the responsibility of schools around mental health supports
- A general unawareness of impact of ESSER III programming and a lack of communication to the public around ESSER

Summer 2021 – Development of the FCPS ARP ESSER III Spending Plan

A community online feedback form was launched on May 21, 2021 and was open for three weeks to solicit input from constituents on how they support FCPS' use of funds. Three focus groups were held on May 25, May 27, and June 10, 2021 with community members. Focus group invitations were sent to a comprehensive list of organizations compiled with the assistance of Fairfax County Government (Neighborhood and Community Services), the FCPS Office of Professional Learning and Family Engagement, the Office of Communication and Community Relations, and nonprofit and community organizations. The School Board held a public hearing specific to the ESSER III spending plan on June 7, 2021. A plan was presented to the School Board on July 7, 2021 and revised on July 15, 2021. After a School Board work session on August 24, 2022, the ESSER III plan was approved during an August 26, 2022 School Board meeting and subsequently submitted to VDOE.

The following areas of focus were identified to address the impact of the pandemic: afterschool and summer programs, specialized programs, smaller class sizes, increased staffing, technology services, tutoring services, mental health supports for students and staff, SEL, nutrition services, prevention and mitigation strategies. Projects were then created to address the following categories:

- Student Academic, Social, Emotional, and Mental Health Needs
- Unfinished Learning
- Prevention and Mitigation
- Other Use of Funds (Cybersecurity; Bandwidth)

Web Form Questions for Spring and Fall 2022

1. What feedback do you have on actions FCPS has taken as part of the school system's ESSER III Plan to ensure continuity of learning services and to address students' academic needs?
2. What feedback do you have on actions FCPS has taken as part of the school system's ESSER III Plan to maintain the health and safety of students, educators, and other staff?
3. What feedback do you have on actions FCPS has taken as part of the school system's ESSER III Plan to address the wellness needs of students to include their social, emotional, mental health, and other needs?

Each comment was reviewed and coded by the type of feedback provided:

- **Positive** feedback includes feedback that is supportive or complimentary of FCPS actions.
- **Constructive** feedback includes feedback with recommendations or criticisms of FCPS actions
- **Unrelated** feedback includes feedback that is unrelated to the web form question or ESSER III funded projects.
- Additionally, some feedback was identified as not having enough information to code or no feedback was provided.

Some comments included multiple types of feedback. For example, a comment with constructive feedback may have also included positive or unrelated feedback.

Overall themes were identified for positive, constructive, and unrelated feedback.