

**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](mailto:vdoefederalrelief@doe.virginia.gov).

**Section 1: General Information**

- A. School Division/LEA Name : Danville Public Schools
- B. Division Number : 108
- C. Contact Name: Catiia Greene
- D. Contact Email: cgreene@mail.dps.k12.va.us
- E. Contact Phone #: 434.799.6400
  
- F. Amount of ARP ESSER funding allocated to LEA: \$29,695,411.44



### Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)

:<https://www.danvillepublicschools.org/domain/30>

- 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

Danville Public Schools has taken the following steps to make this plan available to the public:

- The plan is posted at <https://www.danvillepublicschools.org/domain/30>;
- The plan is available in Spanish;
- The plan may be orally translated for parents by contacting Mrs. Anna Fulton, Coordinator of LIEP Instruction at 434.799.6400 to request translation. More specifically, oral translations can be accessed via Language Line, a cloud-based platform that delivers secure, phone interpreting with professional, trained linguists.

- 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

Danville Public Schools has taken the following steps to make this plan available to the public:

- The plan is posted at <https://www.danvillepublicschools.org/domain/30>;
- 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 Mr. Marcus Chaney, Director of Instructional Technology and/or Dr. Tia Hairston, Director of Services for Exceptional Children at 434.799.6400.

### 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, Danville Public Schools provided the public the opportunity to provide input by providing stakeholders with access to a brief [survey](#) and taking such input into account. In addition, the division provided opportunities for input through stakeholder meetings.

During the 2022-2023 school year, the survey was posted for its fall six-month review on the district’s webpage <https://www.danvillepublicschools.org/domain/30> on September 30, 2022, the district’s main website under “[Announcements](#)” on November 21, 2022, and was most recently shared at a [division-level parent advisory meeting](#) on November 16, 2022.

- B. Describe how the LEA took public input since August 2021 into account.  
 In developing the ARP ESSER Plan, Danville Public Schools provided the public the opportunity to provide input by providing stakeholders with access to a brief [survey](#) and sharing information at stakeholder meetings while seeking feedback. Survey results were reviewed to be considered and taken into account. No additional feedback or suggestions via the survey have been offered to date.

**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:** In developing the ARP ESSER Plan, Danville Public Schools provided an opportunity for input via access to a brief [survey](#).  
**Uses consulted on:** 10.07.21,11.07.21,11.10.21, 4.12.22,09.30.22, 11.22.22  
**Feedback received:** No suggestions or comments were offered by students.
  
- B. **Families**  
**Description of consultation conducted:** In developing the ARP ESSER Plan, Danville Public Schools provided an opportunity for input via access to a brief [survey](#).  
**Uses consulted on:** 10.07.21,11.07.21,11.10.21, 4.12.22,09.30.22, 11.16.22, 11.22.22  
**Feedback received:** One comment via survey. No additions, revisions, or suggestions were recommended at the 11.16.22 meeting.

**C. School and district administrators including special education administrators**

**Description of consultation conducted:** In developing the ARP ESSER Plan, Danville Public Schools provided an opportunity for input via access to a brief [survey](#). The applications were developed based upon specific areas of need as identified by departments (Operations, Curriculum and Instruction, Human Resources, Transportation, Technology, and Child Nutrition), analysis of data, and stakeholder input. The division ensured that services and activities were allowable under the applicable grant by reviewing the application guidelines, participating in webinars, and correspondence with VDOE regarding allowability. Danville Public Schools determined its most important educational needs resulting from COVID-19 through needs assessments, consultation with other departments, consultation with private schools, and stakeholder input. Funds being used for construction/renovation were budgeted while ensuring sufficient funds were budgeted to address academic, social, and emotional needs through seeking guidance via VDOE, stakeholder input, needs assessments, and convening public School Board meetings to share information.

**Uses consulted on:** 10.07.21, 11.07.21, 11.10.21, 4.12.22, 07.27.22, 07.29.22, 08.05.22, 08.18.22, 08.25.22, 09.15.22, 09.22.22, 09.30.22, 11.04.2022, 11.16.22, 11.18.22, 11.22.22

**Feedback received:** No suggestions or comments via survey. No additions, revisions, or suggestions were recommended at the 11.16.22 meeting.

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

**Description of consultation conducted:** In developing the ARP ESSER Plan, Danville Public Schools provided an opportunity for input via access to a brief [survey](#). In addition, administrators provided input during data, allocations, and staffing meetings. The 2022-2023 Federal Program Needs Assessment for Teachers and Instructional Staff provided feedback as well.

**Uses consulted on:** 10.07.21, 11.07.21, 11.10.21, 4.12.22, 09.30.22, 11.16.22, 11.22.22

**Feedback received:** One teacher responded via survey requesting that funds are allocated for retention bonuses and instructional supplies. No suggestions or comments via survey. No additions, revisions, or suggestions were recommended at the 11.16.22 meeting.

**E. Tribes, if applicable: N/A**

Description of consultation conducted: N/A

Uses consulted on: N/A

Feedback received: N/A

**F. Civil rights organizations, including disability rights organizations**

**Description of consultation conducted:** In developing the ARP ESSER Plan, Danville Public Schools provided an opportunity for input via access to a brief [survey](#).

**Uses consulted on:** 10.07.21,11.07.21,11.10.21, 4.12.22, 09.30.22, 11.22.22

**Feedback received:** No suggestions or comments via survey.

**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:** In developing the ARP ESSER Plan, Danville Public Schools provided the public the opportunity to provide input by providing stakeholders with access to a brief [survey](#) .

**Uses consulted on:** 10.07.21,11.07.21,11.10.21, 4.12.22, 09.30.22, 11.16.22,11.22.22

**Feedback received:** No suggestions or comments via survey.

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

**Description of consultation conducted:** In developing the ARP ESSER Plan, Danville Public Schools provided the public the opportunity to provide input by providing stakeholders with access to a brief [survey](#) .

**Uses consulted on:** 10.07.21,11.07.21,11.10.21, 4.12.22, 09.30.22, 11.16.22,11.22.22, 12.08.22

**Feedback received:** No suggestions or comments via survey.

**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:** In developing the ARP ESSER Plan, Danville Public Schools provided the public the opportunity to provide input by providing stakeholders with access to a brief [survey](#) .

**Uses consulted on:** 10.07.21,11.07.21,11.10.21, 4.12.22, 09.30.22, 11.16.22,11.22.22

**Feedback received:** No suggestions or comments via survey.

**Summary of Survey Results**

**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

Danville Public Schools 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 through needs assessments including but not limited to: student achievement data, teacher surveys, professional development needs assessments, student data, stakeholder surveys, home language surveys, and student residency questionnaires.

School closures exacerbated racial disparities in education during COVID-19. National assessment data indicates that students, on average, started school during fall 2020 about three months behind in mathematics. Black and Hispanic students were about three to five months behind in learning while white students were approximately one to three months behind. In reading, students were one month and a half behind historical averages. The COVID-19 impact was greater for Black and Hispanic students than for their white and Asian peers, and for English-language learners and students with disabilities. Students in these groups also demonstrated a slower rate of growth during the first half of the 2020-21 school year. Although Danville Public Schools has made significant efforts to address learning loss, to address digital inequities, and to improve remote learning; the disparities were still astounding during and post-COVID. Based upon the division's Spring 2021 PALS data, the number of students performing at or above grade level proficiency was 65.5% as compared to 69.6% in spring 2019 prior to COVID-19. Fall 2021 PALS data indicates that the following percentage of students were identified as falling below the benchmark: 42%-K, 67%-Gr.1, 47%-Gr.2, and 42%-Gr.3. Based upon SOL data, the overall pass rate for all state reading tests given in grades 3-12 (including those administered remotely) was 38% as compared to 50% in the spring of 2019. Results for state math SOL assessments indicated a pass rate for all math assessments given in grades 3-12 (including those administered remotely) is 24% as compared to 50% in the spring of 2019. Using the fall 2021-2022 SOL growth assessment outcomes, students performed better in reading than in math, with more students scoring in range IV than math. The areas of greatest need for math appear to be grade 3 and grades 6-8. Analysis of the data reveals that although all grades/subjects need attention in reading and math, grades 3 and 7 yielded the greatest area of





concern in reading and math. Based upon Measures of Academic Progress, a nationally normed progress assessment, the percentage of students across all grades 1-11 achieving their instructional growth goal for reading was 31% from winter 2020 to 2021 as compared to 53% for winter 2019 to 2020. For math, 28% of students met their goal from winter 2020 to 2021 as compared to 61% from winter 2019 to 2020. The majority of students tested did not achieve the expected growth goal from Fall 2020 to Fall 2021. For example, the following number of students met their expected growth goal on each respective MAP assessment: 641 of 2,633 students in grades 4-12 Reading; 633 of 2,516 students in grades 4-12 Language; 526 of 3,091 students in grades 1-8 Math; and 212 of 2,439 students in grades 4-12 Science. There were 109 recommendations for long-term suspensions/expulsions, 224 out of school suspensions in Quarter 1 of 2020-2021, and 106 out of school suspensions in Quarter 2 of 2020-2021. There were also 1,520 students with absences of three or more unexcused absences and 250 with absences of 10 or more during Quarter 2 of 2020-2021. Danville Public School continues to use student achievement data in determining how to most effectively use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss).

- 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.

Danville Public Schools used or will use the funds it reserves to implement evidence-based interventions to address learning loss through funding of the following:

- CARES teachers-additional teachers to minimize class sizes in an effort to adhere to CDC guidelines and to address learning loss through evidence-based interventions.
- Employee stipends to address learning loss through 5 additional days in Danville's instructional calendar.
- Stipends for curriculum writers to address learning loss in the development of curriculum and assessments
- Stipends for extended summer programs to implement evidence based interventions and enrichment opportunities to students in grades K-12.
- Stipends will be used to recruit and incentivize teachers to participate in the planning and implementing of activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students. Such stipends will prove beneficial due to the fact that recruitment and retention efforts have posed a challenge, particularly during the pandemic.
- Stipends for elementary and middle school teachers (approximately 250) who will receive a local reading endorsement and agree to a 2-year retention commitment with Danville Public Schools. Endorsements will provide teachers with the content knowledge



and skills to address reading deficits due to learning loss. Teachers will agree to a 2-year commitment with DPS, thus ensuring retention during a critical shortage time.

- Summer internship stipends for students to address learning loss through work-based opportunities.
- Signing bonuses for recruitment and retention of teachers in critical shortage areas.
- Four-day contracted "Responsive Classroom" workshops for elementary and middle schools. Responsive Classroom is an evidence-based approach that focuses on social-emotional learning while addressing academics, positive community, effective classroom management, and developing mental awareness. PD will equip teachers with strategies to better prepare for daily learning and to address learning loss
- Contracted services with Virtual Virginia to provide online course offerings for students.
- Contracted services with FEV Tutor to provide online tutoring and homework support for students and families in core content areas.
- Contracted services to provide training and materials specific to local reading endorsements for all elementary and middle school teachers (approximately 250). Endorsements will provide teachers with the content knowledge and skills to address reading deficits due to learning loss. Teachers will agree to a 2-year commitment with DPS, thus ensuring retention during a critical shortage time.
- Community tutors to provide tutoring services at various locations (to include housing projects and community hubs)
- Contracted Services for Student Data Verification Specialist via a temporary hiring agency.
- Supplemental instructional materials and supplies to address student needs as a result of learning loss.
- Technology purchases to support the continuation of education/services due to school closures and to support virtual learning as well as to provide anytime/anywhere access to division programs and applications (apps) that specifically address learning loss (Chromebooks, Chromebook carts, iPads, iPad carts, and iPad cases) .

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

Danville Public Schools produces evidence of the effectiveness of evidence-based learning loss interventions employed via progress monitoring and data analysis specific but not limited to: student achievement (growth assessments, diagnostic assessments, progress monitoring data, SOL data, ACCESS data for ELs, etc.), classroom observations, teacher performance evaluation, attendance, and discipline.

D. Amount of ARP ESSER funds to address learning loss: **Fifty-five percent, or \$16,446,445.17, of the division's total award will be used to address learning loss.**



**Section 6: Other Uses of Funds**

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

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

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            18

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

Danville Public Schools utilized ARP ESSER funds for personnel and targeted recruitment and retention bonuses to help address shortage areas and retain our current highly qualified staff. To help retain staff after funds have been expended, Danville Public Schools will utilize the following retention strategies:

- Support
  - DPS Mentor Program - DPS started working with Mentor VA and Averett University to improve the current mentor program - implemented in the 2022-2023 school year
  - New Teacher Academy - monthly meetings will provide targeted and specific professional development based on the needs. Information to help target PD come from feedback forms, observations, and administrator feedback
  - Coaches - consistent coaching model will continue to support teaching and learning and build teaching capacity
  - Averett University - targeted local college partnership started during the 2022-2023 school year with the Teacher Education Program at Averett to develop and expand the pool of clinical faculty, clinical mentor leads,



and mentors to support new educators. This partnership will continue. Averett University has allocated one faculty member to work in collaboration with the DPS Teacher Quality Specialist to support beginning teachers. Additional Averett faculty members have also worked and will continue to work to support new teachers and mentors as needed.

- Grow Your Own - utilize Teachers for Tomorrow with opportunities to work in elementary schools throughout the year
- Professional Development - for the 2022-2023 school year, two weeks in the school calendar have been allocated for professional development to support teachers. These weeks have been broken up into two parts: two professional development days and two work days to give time for implementation. Moving forward, a professional development calendar will be created each year.
- Early Commitment Letters
- Health & Wellness
  - Competitive benefit package - benefit packages include health, dental, and vision
  - Employee Assistance Plan - provide services at no cost to employees and members of their household to speak with a licensed counselor at any time. Common issues in this program include: dependent care, working smarter, education, legal concerns, lifestyle, substance abuse, grief, and financial issues
- Incentives & Recognitions
  - Competitive salary - compared to neighboring districts
  - Retention bonus - retention bonus will continue from LEA funding source
  - Tuition reimbursement - funds are and will continue to be allocated to help assist staff members in continuing education to help meet the needs and support the success of our students and staff
  - Recognition events - staff appreciation events will continue and expand to recognize support professionals (ESPs). Some events include: teacher of the year, ESP of the year, mentor/mentee holiday celebration & end of the year celebration, and retirement celebration.
  - Staff recognition - the district and individual schools will continue to celebrate and highlight staff members and their accomplishments.
- Data Analysis & Action Steps



- Exit interview - analysis and utilization of exit interviews to better understand staff members choices to leave the district and to determine remedies to increase employee retention
  - Intent forms - will provide an opportunity to include reasons for not returning
  - Stay interviews - analysis and utilization of stay interviews with select teachers to better understand the climate and culture of the district
  - New hire return rate data - yearly analysis
  - Student teaching data - analysis to analyze effective student teaching placements and comparison of institution of higher education placement retention rate
  - Monitoring - weekly team meetings and data reviews
- 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

Danville Public Schools used and/or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning.

More specifically, funds were allocated to fund:

- PPE and sanitization supplies.
- Signage for K-12 schools to promote adherence to CDC guidelines.
- Additional Instructional Paraprofessionals to assist school nurses with contact tracing.
- Nurses' stipends to allow an early return for the school-year and to help support mitigation efforts at school sites.
- Bus attendants to ensure social distancing and adherence to CDC guidelines.
- Security Officers to support social distancing, contact tracing, and other mitigation strategies.
- CARES teachers to minimize class sizes in an effort to adhere to CDC guidelines.
- Retrofitting school buses with air conditioning.
- Five additional school buses with air conditioning.
- Contracted services to complete facility studies to develop a plan to mitigate the spread of COVID and to meet CDC recommendations using existing structures.
- New front entrance at George Washington High School to maximize space, to minimize traffic and to reduce congestion during arrival and dismissal. In addition, entrance will minimize contact between students, staff, and visitors to ensure adherence to CDC guidelines while also allowing better tracking of visitors to the school.



- Transfinder GPS System for approximately 80 buses to be used for contact tracing.
- E-Hall Passes to be used to reduce physical contact and transmission of viruses.
- Feeding kiosks to support mitigation strategies.
- Radios for all to be assigned and used individually to reduce the transmission of the virus.
- Instrument replacements and accessories for grades K-12 to ensure sanitization/reduction of transmission, to accommodate for individual student use, to ensure adherence of social distancing, and to replace those instruments not returned during the pandemic (school closures and virtual instruction).
- Modularity to reduce class size at Woodberry Hills Elementary School.
- Metal detectors to support mitigation efforts.
- Controlled access points to allow touchless access to entrances to buildings in an effort to reduce the transmission of COVID.

- 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

Danville Public Schools will use ARP ESSER funds to renovate an existing annex building on the John M. Langston school campus. With the building of a STEM Academy and STEM labs for elementary and middle school students, the renovation will allow the division to address the impact that COVID-19 has had and continues to have in the local community. More specifically, DPS will be better equipped to address learning loss in science. As evidenced by student achievement data, science is an area of focus whereby students need additional support. More specifically, the STEM Academy and STEM labs for elementary and middle school students will provide greater access to hands-on learning and technology opportunities for future preparedness in community and regional careers. Renovations will also include the replacement of two 270-ton chillers at Langston. Danville Public Schools has requested and received approval for the project.

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

Danville Public Schools used or will use ARP ESSER funds for the following purposes:

- Nurses stipends-to allow an early return for the school-year and to help support mitigation efforts, etc. at school sites.
- Stipends for bus drivers to address shortages (particularly during summer school months when sessions are being offered to address learning loss).



- Retention stipends-stipends to recruit and retain classroom teachers during the pandemic due to national teacher shortages.
  - Substitute teachers to cover teachers' vaccination appointments and to supplement daily local rate due to increased teacher absences and substitute shortages. Supplement of \$20 for non-degreed and \$10 degreed substitutes to attract and retain a pool of quality substitutes.
  - Mentor stipend supplement to better support new teachers/mentees as well as to support recruitment and retention efforts.
  - Dean of Students and CARES Assistant Principals to support academics, attendance, and behavior. Due to the impact of COVID, chronic absenteeism as well as behavior and social-emotional needs have increased in addition to learning loss.
  - Audio enhancement systems to be used to amplify voices during instruction in classrooms.
  - Mental Health Mentoring Services to address social and emotional needs of students.
  - Contracted services to outsource with a staffing agency to recruit and train substitutes due to shortage as result of post-pandemic era.
  - Wifi hotspots to be used to provide access for the continuation of learning (virtual learning) for students and staff. Wifi hotspots are also used to provide anytime/anywhere access to division programs and applications (apps) that specifically address learning loss.
  - Data plans for T-Mobile hotspots to provide WiFi solutions to families and staff without access. Data plans will provide anytime/anywhere access to division programs and applications (apps) that specifically address learning loss.
  - Postal services and contracted services for printing for the Office of Student Support Services to more effectively support attendance efforts.
  - Materials and supplies to support attendance efforts (to include fliers, posters, supplemental filing systems etc.).
- E. Amount of ARP ESSER funds for the uses above (A. through D.): **Forty-five percent, or \$13,248,966.27, of the division's total award will be used to address items other than learning loss.**

**Section 7: Budget**

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	CARES Teacher to include Virtual AP, RISE AP, administrative intern GWs	Y	1,838,188.10	0.00	16,654.46	1,821,533.64
Other	CARES Administrators	N	238,461.00	0.00	59,615.25	178,845.75
Other	Bus Attendants/Stipends for Bus Drivers to Address Shortages	N	153,274.50	0.00	108,426.88	44,847.62
Other	Stipends for Learning Loss	Y	3,800,000.10	0.00	0.00	3,800,000.10
Other	Nurses Stipends for early return	N	32,804.34	0.00	32,804.34	0.00
Other	Additional IPs for Contact Tracing	N	119,255.92	0.00	119,255.92	0.00
Other Recruitment/Retention	Retention Stipends	N	2,308,750.00	0.00	2,043,475.00	265,275.00
Before & After School	Community Tutors	Y	13,375.00	0.00	13,375.00	0.00
Other	Security Officers	N	355,257.91	0.00	32,722.85	322,535.06
Professional Development	Stipends for local Reading endorsements (Elementary and Middle School)	Y	1,050,000.00	0.00	0.00	1,050,000.00
Summer School	Summer School Stipends	Y	1,200,000.00	0.00	39,472.50	1,160,527.50
Other	Curriculum Writers for Learning Loss	Y	300,000.00	0.00	0.00	300,000.00
Professional Learning	Stipends for Professional Learning/Summer Internships for DPS Students	Y	450,000.00	0.00	277,798.15	172,201.85
Other Recruitment and Retention	Signing Bonuses for Recruitment and Retention in Critical Shortage Areas	Y	700,000.00	0.00	223,750.00	476,250.00
Other	Dean of Students	N	110,000.00	0.00	0.00	110,000.00
Other	Mentor Stipends	N	84,814.00	0.00	0.00	84,814.00
Other	FICA & Medicare (Stipends for Learning Loss)	Y	323,502.27	0.00	0.00	323,502.27
Other	Benefits for CARES teachers	Y	995,226.62	0.00	24,407.90	970,818.72
Other	Benefits for CARES Administrators	N	123,005.54	0.00	3,016.71	119,988.83
Other	Benefits for IPs for contact tracing	N	73,148.36	0.00	73,148.36	0.00
Other	FICA & Medicare (Security Officers)	N	27,177.23	0.00	11,983.91	15,193.32
Other	FICA & Medicare (Bus Attendants/Stipends for Bus Drivers to Address Shortages)	N	19,375.50	0.00	16,753.82	2,621.68
Other	FICA & Medicare (Stipends for nurses)	N	2,741.85	0.00	2,741.85	0.00
Other Recruitment/Retention	FICA & Medicare (Retention stipends)	N	191,250.00	0.00	155,590.29	35,659.71



Other	FICA & Medicare (Nurses Stipends for vaccination/testing clinics)	N	14,374.84	0.00	14,374.84	0.00
Other	FICA & Medicare (Substitute teachers to cover teachers' vaccination appointments)	N	7,106.36	0.00	0.00	7,106.36
Before & After School	FICA & Medicare (Community Tutors)	Y	1,023.20	0.00	1,023.20	0.00
Professional Development	FICA & Medicare (Local Reading endorsement Stipends)	N	137,700.00	0.00	0.00	137,700.00
Summer School	FICA & Medicare (Summer School)	Y	91,800.00	0.00	3,019.69	88,780.31
Other	FICA & Medicare (Curriculum Writers for Learning Loss)	Y	22,950.00	0.00	0.00	22,950.00
Professional Development	FICA & Medicare (Summer Professional Learning/Summer Internships for DPS Students)	Y	26,775.00	0.00	20,825.06	5,949.94
Other	FICA & Medicare (Signing Bonuses for Recruitment and Retention in Critical Shortage Areas)	Y	53,550.00	0.00	17,435.53	36,114.47
Other	FICA & Medicare (Dean of Students)	N	35,364.00	0.00	0.00	35,364.00
Other	FICA & Medicare (Mentor Stipends)	N	5,814.00	0.00	0.00	5,814.00
Other	Virtual Virginia	Y	100,000.00	100,000.00	59,080.00	40,920.00
Other	Retrofitting buses with air	N	300,000.00	300,000.00	300,000.00	0.00
Other	Controlled Access Points	N	46,780.00	46,780.00	46,780.00	0.00
Other	Audio enhancement systems (227 classrooms)	N	1,495.00	1,495.00	1,495.00	0.00
Professional Development	Four-Day Contracted "Responsive Classroom" Workshops for Elementary and Middle Schools	Y	231,000.00	231,000.00	126,000.00	105,000.00
Other	New entry at George Washington High School	N	14,388.00	14,388.00	13,777.88	610.12
Other	Transfinder GPS System for contact tracing	N	100,000.00	100,000.00	57,080.00	42,920.00
Other	E-Hall Passes	N	21,000.00	21,000.00	3,750.00	17,250.00
Direct Support to Families for Tutoring	FEV Tutor	Y	300,000.00	300,000.00	0.00	300,000.00
Other	Contracted services for training and materials for reading endorsement of teachers	N	200,000.00	200,000.00	7,500.00	192,500.00
Other	Contracted services to complete facility study/digital floorplan	N	32,150.00	32,150.00	24,150.00	8,000.00
Other	Contracted Services for Security Officers	N	150,562.660	150,562.66	150,562.66	0.00
Other	Mental Health Mentoring Services	N	538,000.00	538,000.00	243,118.00	294,882.00



Direct Support to Families for Tutoring	Contracted Services for Community Tutors	Y	120,000.00	120,000.00	98,203.50	21,796.50
Other	Contracted Services for Student Data Verification Position via Temporary Hiring Agency	Y	36,000.00	36,000.00	0.00	36,000.00
Other	Contracted Services for Staffing Agency-Substitutes	N	210,000.00	210,000.00	0.00	210,000.00
Other	Wifi Hotspots with 12 month service	N	200,000.00	200,000.00	0.00	200,000.00
Other	Payment for Postal Services and Contracted Services for Printing-Student Support Services	N	40,000.00	40,000.00	0.00	40,000.00
Other	Chromebooks (approximately 13,260) and carts (approx.442)	Y	4,422,435.88	4,362,584.00	4,422,435.88	0.00
Other	iPads(275), iPad carts(7), iPad cases(275)	Y	237,184.00	237,184.00	82,035.90	155,148.10
Other	Instrument replacements and accessories for grades K-12	N	416,186.89	416,186.89	416,186.89	0.00
Other	Feeding Kiosks (Schoolfield, Park Ave., Westwood, and/or other schools as needed.)	N	24,000.00	24,000.00	0.00	24,000.00
Other	Radios for all schools	N	19,000.00	19,000.00	8,981.70	10,018.30
Sanitization	PPE and sanitization supplies/sanitization equipment, cones, stanchions etc.	N	32,417.74	32,417.74	32,417.74	0.00
Other	Virtual Academy supplies/Supplemental Instructional Materials and Supplies to Address Student Needs	Y	133,435.00	133,435.00	20,340.37	113,094.63
Sanitization	Signage	N	12,912.00	12,912.00	0.00	12,912.00
Other	Materials and supplies to support attendance efforts	N	5,000.00	5,000.00	0.00	5,000.00
HVAC/Renovation/Capital Projects	Renovation of JM Langston	N	5,700,806.63	5,700,806.63	1,800,000.00	3,900,806.63
Other	Buses with Air Conditioning	N	500,000.00	500,000.00	466,423.00	33,577.00
Other	Modulars to reduce class size (to include fencing and electric work)	N	344,592.00	344,592.00	343,006.00	1,586.00
Other	Metal detectors	N	300,000.00	300,000.00	243,474.60	56,525.40