



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120
RICHMOND 23218-2120

October 1, 2026

The Honorable Abigail D. Spanberger
Governor of Virginia
Patrick Henry Building, Third Floor
1111 East Broad Street
Richmond, Virginia 23219

The Honorable L. Louise Lucas
Chair, Senate Finance and Appropriations
201 North 9th Street, Room 1404
Richmond, VA 23219

The Honorable Luke E. Torian
Chair, House Appropriations
201 North 9th Street, Room 123
Richmond, VA 23219

Dear Sirs and Madam:

I am pleased to submit the enclosed report on school division use of federal ESSER formula funds and state All In funds required by Item 125 B.30, Chapter 2, 2024S1 Acts of Assembly.

If you have additional questions, please contact Christina Berta, Chief Operations Officer, at christina.p.bertha@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Jenna Conway".

Jenna Conway
Superintendent of Public Instruction

Enclosure

REPORT ON SCHOOL DIVISION USE OF FEDERAL ESSER FORMULA FUNDS AND STATE ALL IN FUNDS

Chapter 2, 2024 Special Session I

Item 125 B.30

Presented to the Governor and General Assembly of Virginia Chairs, Senate Finance and Appropriations, and House Appropriations

October 1, 2026



REPORT ON SCHOOL DIVISION USE OF FEDERAL ESSER FORMULA FUNDS AND STATE ALL IN FUNDS

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LEGISLATIVE REPORTING REQUIREMENT

Item 125, Paragraph B.30, of the Chapter 2 budget for the 2024-2026 biennium requires school divisions to report to the Department of Education on the use of their federal ESSER (i.e., Elementary and Secondary School Emergency Relief Fund) formula funds since 2020 and on their use of the state ALL In Virginia initiative \$418 million funds they received in FY 2024 with a focus on tackling learning loss. The Department of Education must provide a report of this information to the Governor and Chairs of the House Appropriations and Senate Finance and Appropriations Committees by October 1, 2024, 2025, and 2026. This report meets the requirement for October 1, 2026, the last year for which a report is required.

Chapter 2 reporting requirement specifically states:

Each school division shall report to the Department of Education information on the use of funds appropriated in fiscal year 2024 for the Flexible Funding Supplement and on the use of pass-through federal Elementary and Secondary School Emergency Relief funds used since 2020. Such reporting shall specify amounts obligated and expensed based on reporting categories as prescribed by the Department of Education. School divisions also shall report how funds address performance gains or losses related to reading and mathematics and support preparation and implementation of the Virginia Literacy Act. The Department of Education shall compile this information and submit it to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committee no later than October 1, 2024, 2025, and 2026.

The Department of Education surveyed all school divisions during March-August 2026 to collect data needed to fulfill this reporting requirement. School divisions reported expenditure data for the period ending June 30, 2026.

Federal ESSER formula funds were paid to school divisions on a reimbursement basis by the Department. Use of ESSER I, II, and III formula funds ended on September 30, 2022, 2023, and 2024, respectively, with final reimbursements closed out to school divisions by the following January. It should be noted that following close of the ESSER III on September 30, 2024, 23 divisions applied and were approved for late liquidation, extending liquidation period to January 15, 2026. For purposes of this report, “expenditure” of ESSER III formula funds means funds spent by school divisions that have reimbursed by the Department. The majority of expended ESSER formula funds (70%) went towards “Other” cleaning/sanitation supplies and devices spending and capital improvements, followed by staff compensation incentives (13%), funding to extend school programming (8%), and tutoring (8%).

The state ALL In Virginia \$418 million fund allocations were fully dispersed to school divisions in the fall of 2023 upon submitting their spending plan to the Department. These funds were used by divisions during FYs 2024, 2025, and 2026. As of June 30, 2026, \$417 million were reported expended, 55% of which went to high-intensity tutoring, 28% to Virginia Literacy Act implementation, 14% to chronic absenteeism, and 3% operational and infrastructure support.

DATA COLLECTION METHODOLOGY

An online survey was used to collect the data needed from divisions to meet this reporting requirement. The online survey form completed by divisions, including data definitions and instructions, is shown in the Appendix.

Through the online survey form, school divisions reported amounts expended from their federal ESSER formula and state ALL In Virginia initiative allocations across various use of funds categories for the respective reporting periods. Divisions reported expenditures on their ESSER formula funds using the 10 uses of funds categories used for annual federal reporting. Divisions reported expenditures of their state ALL In Virginia funds using the four uses of funds categories established for that program.

The ESSER formula funds period was from Spring 2020 through November 28, 2025. For state ALL In Virginia funds, that period was from fall 2023 (or when the division received its allocation) through June 30, 2026. Divisions also reported how these funds address learning loss in reading and mathematics achievement, student attendance, and preparation and implementation of the Virginia Literacy Act. Divisions reported uses of their ESSER I, II, and III formula funds in the aggregate and not separately for each of the three grant allocations.

Prior to the data collection period, Department staff conducted a webinar attended by division staff to provide an overview of the online survey form used to meet the reporting requirement.

DATA FINDINGS

The sections below summarize school divisions' reported use of their federal ESSER formula and state ALL In Virginia funds by use of funds category and to address Virginia Literacy Act implementation, student attendance, and reading and math learning loss. 99% of the 134 school divisions completed and submitted the report. One division submission was outstanding at the time this report was compiled. VDOE staff continue to work with the Division to submit.

ESSER Formula Funds Obligations and Expenditures by Use of Funds Category and to Address Virginia Literacy Act and Math/Reading Learning Loss

In reporting their use of ESSER formula funds, school divisions reported amounts expended for the period of Spring 2020 through January 2026. Divisions reported use of their ESSER formula funds in the aggregate and were not broken out by their individual ESSER I, II, and III formula allocations. Divisions also reported how these funds addressed preparation and implementation of the Virginia Literacy Act and learning loss in reading and mathematics achievement.

Table 1

Table 1 shows the amount of expended ESSER I, II, and III formula funds reported by school divisions from Spring 2020 through January 2026 by use of funds category and the number and percent of divisions reporting by category. The total amount of expenditures reported by divisions was \$2.93 billion from Spring 2020 through January 15, 2026.

Categories reported with the largest total obligations and expenditures include other Covid response, HVAC/renovations, staff recruitment/retention incentives, high-quality tutoring, and summer school programs.

Table 1. ESSER Formula Funds Reported Obligated and Expended from Spring 2020 through January 15, 2026, by Use of Funds Category

ESSER Formula Category	Total Reported Expenditures	Percentage of Total	Divisions Reporting	Percentage of Divisions Reporting
Other Covid Response	\$1,273,671,748	43.53%	125	93.98%
Capital Improvements	\$771,916,660	26.38%	111	83.46%
Other Staff Recruitment/ Retention Incentives	\$276,727,311	9.46%	77	57.89%
Other High-Quality Tutoring	\$202,417,172	6.92%	80	60.15%
Summer School	\$153,662,222	5.25%	105	78.95%
Teacher & Staff Performance Bonuses	\$108,158,842	3.70%	58	43.61%
Before/After School	\$66,465,196	2.27%	69	51.88%
Professional Development	\$34,702,501	1.19%	90	67.67%
Direct Tutoring Supports for Families	\$23,990,779	0.82%	27	20.3%
Year-Round Schools	\$14,047,916	0.48%	7	5.26%
Total	\$2,925,760,347			

The majority of obligated and expended ESSER formula funds (71%) went towards “Other” cleaning/sanitation supplies and devices spending and capital improvements, followed by staff compensation incentives (13%), funding to extend school programming (8%), and allocated towards tutoring (8%).

- *Other Covid Response (\$1.3Bn, 44%) – cleaning/PPE supplies, Covid test kits, building cleaning/sanitization, air purifiers, technology devices, internet access, virtual instruction, school bus purchases and additional pupil transportation, additional custodians, bus drivers, and substitutes, digital instruction/content platforms, and student meal delivery.*
- *Capital Improvements (\$772M, 26%) – HVAC system replacements/upgrades and air quality improvements, roof/window/door/flooring replacement, bathroom renovations, redesign/expand interior classroom spaces, and install outdoor learning spaces.*
- *Summer School and Before/After School programs (\$234M, 8%) – salaries/benefits for instructional and support staff, contract staff, instructional materials, pupil transportation, school meals, and extended program time.*

- *Summer School (\$154M, 5 %)*
- *Year-Round School (\$14M, 0.5%)*
- *Before/After School (\$66M, 2.3%)*
- *Staff bonuses, recruitment/retention incentives, & professional development (\$420M, 14%)* extra duty/hazard pay and bonuses, hiring/retention bonuses, hard-to-staff incentives, mentoring incentives, staff training on student mental health, training on new curriculum and instructional interventions, and student/family engagement
 - *Teacher & Staff Performance Bonuses (\$108M, 4%)*
 - *Other Staff Recruitment Retention Bonuses (\$277M, 9%)*
 - *Professional Development (\$35M, 1%)*
- *Tutoring (\$226M, 8%)* – extra pay and stipends for division staff providing tutoring, contract tutors, digital tutoring platform subscriptions, and instructional materials.
 - *Direct Tutoring Supports for Families (\$24M, 0.8%)*
 - *Other High-Quality Tutoring (\$202M, 7%)*

Table 2

Table 2 shows the amount of ESSER I, II, and III formula funds reported by school divisions from Spring 2020 through January 15, 2026, by use of funds category to address Virginia Literacy Act implementation and reading/math learning loss and the number and percent of divisions reporting by category. The most frequent categories reported by divisions to address Virginia Literacy Act implementation and reading and math learning loss were summer school, other Covid response, high-quality tutoring, before/after school programs, and professional development.

Table 2. Reported Use of ESSER Formula Funds from Spring 2020 through January 15, 2026, to Address Virginia Literacy Act and Reading/Math Learning Loss

Reported use of ESSER formula funds to address Virginia Literacy Act Implementation and Reading/Math Learning Loss	Number of Divisions Reporting	Percentage of Divisions Reporting
Summer School - Learning Loss for Math & Reading Achievement	100	75.19%
Other - Learning Loss for Math & Reading Achievement	90	67.67%
Other High-Quality Tutoring - Learning Loss for Math & Reading Achievement	77	57.89%
Professional Development - Learning Loss for Math & Reading Achievement	68	51.13%
Before/After School - Learning Loss for Math & Reading Achievement	60	45.11%
Other Staff Recruitment/Retention Incentives - Learning Loss for Math & Reading Achievement	34	25.56%
Other - Virginia Literacy Act Implementation	31	23.31%
Professional Development - Virginia Literacy Act Implementation	28	21.05%
Direct Support to Families for Tutoring - Learning Loss for Math & Reading Achievement	26	19.55%
Teacher and Staff Performance Bonuses - Learning Loss for Math & Reading Achievement	22	16.54%
Summer School - Virginia Literacy Act Implementation	19	14.29%
Other High-Quality Tutoring - Virginia Literacy Act Implementation	19	14.29%
Before/After School - Virginia Literacy Act Implementation	11	8.27%
HVAC/Renovation/Capital Improvements - Learning Loss for Math & Reading Achievement	9	6.77%
Direct Support to Families for Tutoring - Virginia Literacy Act Implementation	9	6.77%
Year-Round Schools - Learning Loss for Math & Reading Achievement	6	4.51%
Other Staff Recruitment/Retention Incentives - Virginia Literacy Act Implementation	6	4.51%
Year-Round Schools - Virginia Literacy Act Implementation	2	1.50%
HVAC/Renovation/Capital Improvements - Virginia Literacy Act Implementation	2	1.5%
Teacher and Staff Performance Bonuses - Virginia Literacy Act Implementation	1	0.75%

Frequent types of expenditure reported by divisions from their ESSER formula funds to specifically address Virginia Literacy Act implementation and reading and math learning loss included:

- staff professional development on Virginia Literacy Act requirements/science of reading and learning loss instructional strategies
- development of division literacy plans/teams
- purchase of high-quality instructional materials aligned to Virginia Literacy Act and other standards and new curriculum aligned to standards
- hiring reading specialists and coaches
- summer and before/after school programs targeting student learning loss
- intensive, small-group tutoring
- staff stipends/bonuses
- hiring additional instructional staff, specialists, and support staff

- technology devices and internet access
- purchase of digital learning and tutoring platforms
- student enrollment in virtual learning
- additional pupil transportation
- tuition reimbursement for teacher licensure

ALL In Virginia Funds Expenditures by Use of Funds Category and to Address Virginia Literacy Act, Student Attendance, and Math and Reading Learning Loss

In reporting use of state ALL In Virginia \$418 million funds received in FY 2024, school divisions reported amounts obligated and expended by the various use of funds categories on which their ALL In Virginia spending plans were based. Divisions also reported how these funds addressed preparation and implementation of the Virginia Literacy Act, student attendance, and learning loss in reading and mathematics achievement. Divisions reported use of their ALL In Virginia funds for the period Fall 2023 (or after division receipt of its state funds allocation) through June 30, 2026.

Table 3

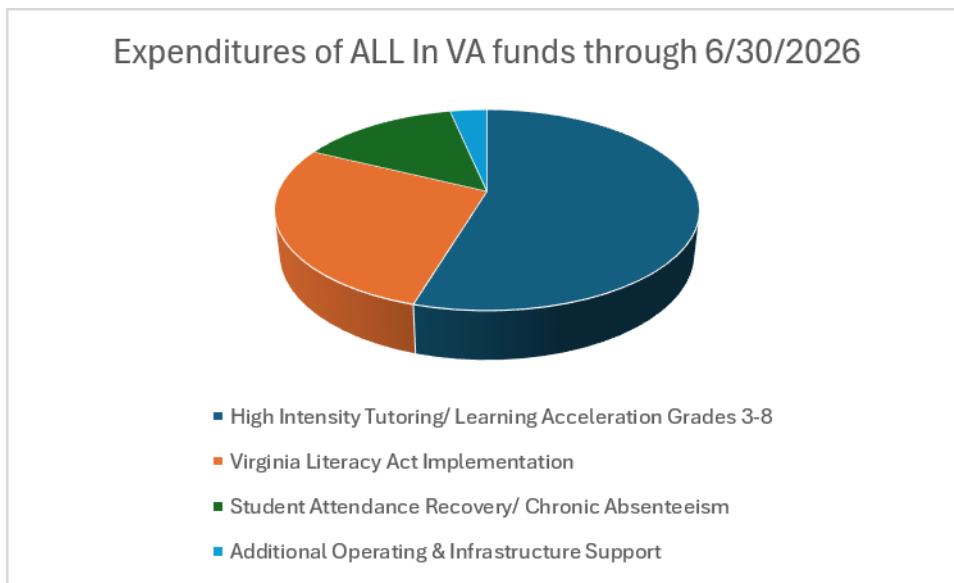
Table 3 shows the amount of ALL In Virginia funds reported obligated and expended by school divisions from Fall 2023 through June 30, 2026, by use of funds category and the number and percent of divisions reporting by category. **The total amount of expenditures reported by divisions was \$417 million of the \$418 million in total ALL In Virginia funding allocated to divisions in FY 2024.** Four divisions have indicated that they will return or have returned funds to VDOE in the amount of \$424,931.37. Divisions expended most of their funds in the three priority areas of tutoring, Virginia Literacy Act implementation, and chronic absenteeism as was intended for the ALL In program.

Table 3. ALL In Virginia Funds Reported Obligated and Expended from Fall 2023 through June 30, 2026, by Use of Funds Category

ALL In Category	Total Expenditures	Percentage of Total	Divisions Reporting	Percentage of Divisions Reporting
Tutoring/Learning Acceleration	\$ 227,621,710	54.59%	132	99.25%
Va. Literacy Act	\$115,244,253	27.64%	125	93.98%
Chronic Absenteeism	\$60,337,717	14.47%	128	96.24%
Add. Op. & Infrastructure Support	\$13,778,514	3.3%	46	34.59%

Divisions reported \$417M in expenditures. Of monies expended:

- \$228M for Tutoring/Learning Acceleration (Math/Reading) Grades 3-8 (132 school divisions)
- \$115.2M to implement Virginia Literacy Act (125 school divisions)
- \$60.3M for attendance recovery and addressing student chronic absenteeism (128 school divisions)
- \$13.8M for operating and infrastructure support (46 school divisions)



Expenditures of ALL In Virginia funds reported by divisions within the four uses of funds categories above included:

- *Tutoring/Learning Acceleration Grades 3-8 (\$227.6M, 55%)* – before/after school, Saturday, intersession, summer, and in-school tutoring by division personnel and contractors, digital tutoring platforms, division tutoring coordinators, instructional assistants and support staff assisting with tutoring programs, tutoring instructional materials and technology devices, staff development in effective tutoring instructional practices
- *Virginia Literacy Act Implementation (\$115.2M, 28%)* – professional development and professional development stipends, instructional materials and curriculum aligned to Virginia Literacy Act implementation, hiring reading specialists, tuition assistance for reading specialist endorsement
- *Student Attendance Recovery/Chronic Absenteeism (\$60.3M, 14%)* – Saturday School and other extended time instruction for students with chronic absenteeism, student incentives for increased attendance, mental health and other support services to address chronic absenteeism, attendance officers and community outreach staff, attendance tracking/parent notification systems
- *Additional Operating and Infrastructure Support (\$13.8M, 3%)* – additional pupil transportation, technology devices and peripherals, facilities supplies/support, student meals/snacks, etc.

Table 4

Table 4 shows the amount of ALL In Virginia funds reported by school divisions from Fall 2023

through June 30, 2026, by use of funds category to address Virginia Literacy Act implementation, student attendance, reading and math learning loss, and the number and percent of divisions reporting by category. As expected, divisions most frequently reported using ALL In Virginia funds for tutoring, tackling chronic absenteeism, and Virginia Literacy Act activities to address Virginia Literacy Act implementation, student attendance, and reading and math learning loss.

Table 4. Reported Use of ALL In Funds from Fall 2023 through June 30, 2026, to Address Virginia Literacy Act, Student Attendance, and Reading/Math Learning Loss (sorted by %)

Reported use of ALL In funds to address Virginia Literacy Act Implementation and Reading/Math Learning Loss	Number of Divisions Reporting	Percentage of Divisions Reporting
Category 1: Tutoring/Learning Acceleration w/ Focus on Grades 3-8 - Learning Loss for Math & Reading Achievement	124	93.23%
Category 2: Preparation for and Implementation of the Virginia Literacy Act Implementation - Virginia Literacy Act Implementation	121	90.98%
Category 3: Student Attendance Recovery/Addressing Chronic Absenteeism - Learning Loss for Math & Reading Achievement	77	57.89%
Category 1: Tutoring/Learning Acceleration w/ Focus on Grades 3-8 - Virginia Literacy Act Implementation	70	52.63%
Category 2: Preparation for and Implementation of the Virginia Literacy Act Implementation - Learning Loss for Math & Reading Achievement	57	42.86%
Category 3: Student Attendance Recovery/Addressing Chronic Absenteeism - Virginia Literacy Act Implementation	31	23.31%
Category 4: Additional Operating and Infrastructure Support Expenditures - Learning Loss for Math & Reading Achievement	26	19.55%
Category 4: Additional Operating and Infrastructure Support Expenditures - Virginia Literacy Act Implementation	14	10.53%

Frequent types of expenditures reported by divisions from their ALL In Virginia funds to specifically address Virginia Literacy Act implementation, student attendance, and reading and math learning loss included:

- staff professional development on Virginia Literacy Act requirements/science of reading and learning loss instructional strategies
- summer planning for Virginia Literacy Act implementation
- development of division and student literacy plans
- purchase of high-quality instructional materials aligned to Virginia Literacy Act and other standards and new curriculum aligned to standards
- hiring reading specialists and instructional assistants for Virginia Literacy Act implementation
- summer and before/after school programs targeting student learning loss
- intensive, small-group tutoring
- professional development stipends
- technology devices and internet access
- purchase of digital tutoring platforms
- tuition reimbursement for reading specialist endorsement
- attendance incentives and supports to address chronic absenteeism
- additional pupil transportation

CONCLUSION

The data reported by school divisions on obligation and expenditure of their federal ESSER formula funds and state ALL In Virginia \$418 million funds through June 30, 2026, indicates adherence to the intended priority uses of both funding sources, particularly in responding to student learning loss as Virginia schools returned to in-person instruction. School divisions have reported high levels of use from both sources for expenditures and activities that support student learning recovery and acceleration, including extended learning time, tutoring, division wide strategies addressing learning loss, student mental health, Virginia Literacy Act implementation, staff development, tackling chronic absenteeism, among other uses.

APPENDIX: ONLINE SURVEY FORM USED BY SCHOOL DIVISIONS TO SUBMIT THEIR DATA (BELOW)

Q1 Survey on Use of Federal ESSER LEA Formula and State ALL In Funds to Meet Legislative Reporting Requirement. Language in the final FY 2024 and 2024-2026 state budgets (Chapters 1 and 2) require school

divisions to report to the Department of Education on the use of their federal ESSER LEA formula funds since 2020 and on their use of the state ALL In initiative funds they received in FY 2024. This online survey was created to collect the data from divisions needed to meet this reporting requirement. In the survey, divisions will provide amounts obligated and expended across various use of funds categories presented. School divisions will also report how these funds address learning loss in Reading and Mathematics Achievement and support preparation and implementation of the Virginia Literacy Act. The Department will compile the survey data submitted by school divisions and submit a summary report to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by October 1, 2026. Thank you for completing this survey and submitting it to the Department towards meeting this state reporting requirement. The deadline for school divisions to submit the completed survey online to VDOE is Friday, August 7, 2026. Please note that data submissions that do not meet the August 7th deadline will not be included in analysis for the final report that is submitted to the Governor and General Assembly. Please contact Staci.Longest@doe.virginia.gov or Paige.Crewe@doe.virginia.gov for questions or assistance with the survey.

Definitions to help complete questions within this survey:

“Expended” means an expenditure transaction that has posted to the school division’s general ledger and paid with or to be reimbursed from the division’s ESSER LEA formula or state ALL In funds.

“Direct Support to Families for Tutoring”: Resources to support families to actively participate in their child’s education and ensure that tutoring services are effective and accessible. Direct support to families for tutoring typically refers to providing resources, assistance, and services that help families access and benefit from tutoring programs. Examples could include: 1) information and guidance to families about available tutoring programs and how to support their child’s learning at home; and/or 2) outreach and partnership to involve families in the planning and design of tutoring programs to meet their child’s needs.

“Other High-Quality Tutoring”: High-quality tutoring is designed to create a structured and supportive learning environment that can significantly enhance students’ academic performance in core subject areas such as reading and math. Key elements typically include: 1) provision by qualified, well-trained instructional staff, such as teachers or instructional assistants, or volunteers trained in tutoring instruction best practices; 2) frequency and duration, typically of at least three times a week for at least 30 minutes per session; 3) small group sizes or individual student tutoring; and 4) close alignment with school division curriculum and state standards. Examples of activities could include salaries/benefits for tutors; contracts with 3rd party tutoring providers; materials and supplies needed for tutoring sessions, etc.

“Category 1: Tutoring/Learning Acceleration with Focus on Grades 3-8”: means school division activities and interventions funded by the recommended 70% of state ALL In funds in the division spending plan for providing high-intensity tutoring and learning acceleration to grades 3-8 students to address learning loss, particularly for students at-risk academically in Reading and Math.

“Virginia Literacy Act (VLA)”: means using the recommended 20% state ALL In funds in the division spending plan to accelerate division implementation and expansion of the VLA. The VLA requires providing core literacy instruction using scientifically-based reading research and evidence-based literacy instruction and curriculum, evidence-based supplemental instruction for students not meeting literacy benchmarks per individual student reading plans, and development of division literacy plans as stipulated in Standards of Quality - Standards 1, 2, and 5.

End of Block: Block 4

Start of Block: Block 2



Q2 Please insert your email address:

Q3 Select your school division.

▼ 001 Accomack County (1) ... 135 (135)

Q4 Please select all the categories that correspond with how your division's ESSER I, II, and III formula funds have been used during the period of *Spring 2020 to June 30, 2026*.

- ☐ Summer School (3)
- ☐ Before/After School (4)
- ☐ Year-Round Schools (5)
- ☐ Direct Support to Families for Tutoring (6)
- ☐ Other High-Quality Tutoring (7)
- ☐ Teacher and Staff Performance Bonuses (8)
- ☐ Other Staff Recruitment/Retention Incentives (9)
- ☐ Professional Development (10)
- ☐ HVAC/Renovation/Capital Improvements (11)
- ☐ Other (12)

End of Block: Block 2

Start of Block: Block 2



Q5 Reporting Use of Federal ESSER LEA Formula Funds: In reporting on the use of ESSER LEA formula funds in the section below, school divisions will report amounts expended for the period of Spring 2020 through June 30, 2026. At this point in the ESSER grant cycle, school divisions should have all their ESSER LEA formula funding fully expended. School divisions will report on their use of their ESSER LEA formula funds in the aggregate, and not broken out by their individual ESSER I, II, and III LEA formula allocations. Divisions will also report how these funds address learning loss in Reading and Mathematics Achievement and support preparation and implementation of the Virginia Literacy Act. Divisions will report on their use of the state ALL In

initiative funds they received through FY 2026 in a later section of the survey.

Summer School : _____ (1)
 Before/After School : _____ (2)
 Year-Round Schools : _____ (3)
 Direct Support to Families for Tutoring : _____ (4)
 Other High-Quality Tutoring : _____ (5)
 Teacher and Staff Performance Bonuses : _____ (6)
 Other Staff Recruitment/Retention Incentives : _____ (7)
 Professional Development : _____ (8)
 HVAC/Renovation/Capital Improvements : _____ (9)
 Other : _____ (10)
 Total : _____



Q6 Reporting Use of Federal ESSER LEA Formula Funds Continued:

	ESSER Funds: Description of expenses	Please specify whether these funds were used to address either the Virginia Literacy Act or Learning Loss for Reading/Math Achievement. (If not applicable, leave blank)	
	Please provide a description of the expenses related to this use of funds. (1)	Virginia Literacy Act (1)	Learning Loss for Math & Reading Achievement (2)

Summer School (x3)		☐	☐
Before/After School (x4)		☐	☐
Year-Round Schools (x5)		☐	☐
Direct Support to Families for Tutoring (x6)		☐	☐
Other High-Quality Tutoring (x7)		☐	☐
Teacher and Staff Performance Bonuses (x8)		☐	☐
Other Staff Recruitment/Retention Incentives (x9)		☐	☐
Professional Development (x10)		☐	☐

HVAC/Renovation/Capital Improvements (x11)		☐	☐
Other (x12)		☐	☐

End of Block: Block 2

Start of Block: Block 3

Q7 How were the ESSER funds for $\$ \{Q5\%233/\text{Choice Group/Selected Choices For Answer/1}\}$ used to address the Virginia Literacy Act?

Q8 How were the ESSER funds for $\$ \{Q5\%233/\text{Choice Group/Selected Choices For Answer/2}\}$ used to address learning loss for Math & Reading Achievement?

End of Block: Block 3

Start of Block: Block 7

Q9 You have entered expenses that total $\$ \{Q5/\text{Total Sum}\}$ for the ESSER portion of the survey. Please compare this figure to your total allocation for ESSER I (CARES), ESSER II (CRSSA), and ESSER III (ARP) combined before proceeding to the next section.

End of Block: Block 7

Start of Block: Block 5

Q10 Reporting Use of State ALL In Initiative Funds: In reporting on the use of the state ALL In initiative funds received in FY 2024, in the section below, divisions will report amounts expended by the various use of funds categories on which their ALL In spending plans were based. All funds must have been fully expended by June 30, 2026. Divisions will also report how these funds address learning loss in Reading and Mathematics Achievement and support preparation and implementation of the Virginia Literacy Act. Divisions will report on their use of their ALL In funds for the period Fall 2023 (or after division receipt of its state funds allocation)

through June 30, 2026. *Definition:* "Category 1: Tutoring/Learning Acceleration with Focus on Grades 3-8": means school division activities and interventions funded by the recommended 70% of state ALL In funds in the division spending plan for providing high-intensity tutoring and learning acceleration to grades 3-8 students to address learning loss, particularly for students at-risk academically in Reading and Math."

- Category 1: Tutoring/Learning Acceleration w/ Focus on Grades 3-8 : _____ (1)
- Category 2: Preparation for and Implementation of the Virginia Literacy Act : _____ (2)
- Category 3: Student Attendance Recovery/Addressing Chronic Absenteeism : _____ (3)
- Category 4: Additional Operating and Infrastructure Support Expenditures : _____ (4)
- Total : _____

Q11 Reporting Use of State ALL In Initiative Funds Continued:

	ALL In Funds: Description of Expenses	Please specify whether these funds were used to address either the Virginia Literacy Act or Learning Loss for Reading/Math Achievement. (If not applicable, leave blank)	
	Please provide a description of the expenses. (1)	Virginia Literacy Act (1)	Learning Loss for Math & Reading Achievement (2)

Category 1: Tutoring/Learning Acceleration w/ Focus on Grades 3-8 (Q7_1)		☐	☐
Category 2: Preparation for and Implementation of the Virginia Literacy Act (Q7_2)		☐	☐
Category 3: Student Attendance Recovery/Addressing Chronic Absenteeism (Q7_3)		☐	☐
Category 4: Additional Operating and Infrastructure Support Expenditures (Q7_4)		☐	☐

End of Block: Block 5

Start of Block: Block 2

Q12 How were the *ALL IN* funds for $\$ \{Q10\%233/Choice\ Group/Selected\ Choices\ For\ Answer/1\}$ used to address Virginia Literacy Act?

Q13 How were the *ALL IN* funds for $\$ \{Q10\%233/Choice\ Group/Selected\ Choices\ For\ Answer/2\}$ used to address learning loss for Math & Reading Achievement?

End of Block: Block 2

Start of Block: Block 8

Q14 You have entered expenses that total $\$Q10/Total\ Sum$ for the ALL In portion of the survey. Please compare this figure to your total allocation for ALL In before proceeding to the next section.

End of Block: Block 8

Start of Block: Block 6

Q15

If you are finished with your responses click the "Finish & Submit" button below. If you would like to revise your responses, please feel free to go back and do so now. Thank you.

End of Block: Block 6