



SFSF APR Public Report for VIRGINIA

I.A. Distribution of Education Stabilization funds to local educational agencies (LEAs)

I.B. Distribution of Education Stabilization funds to public institutions of higher education (IHEs)

I.C. Distribution of Government Services funds (GSF) to entities

II.A. Uses of Education Stabilization funds by LEAs

II.B. Uses of Education Stabilization funds by public IHEs

II.C. Uses of Government Services funds by entities

III.A. & B. Tuition and Fees

III.C. Enrollment

IV. Tax Increases Averted

V. Jobs Saved or Created

VI. Progress in Advancing Education Reform

Certification of review of submission

I.A. Distribution of Education Stabilization funds to local educational agencies (LEAs)

Distribution of Education Stabilization funds (CFDA No. 84.394) to local educational agencies (LEAs):

Total amount of Education Stabilization funds made available to LEAs for obligation from October 1, 2010 through September 30, 2011 (Funds Made Available): **\$0.00**

Provide a list of the LEAs in the state and the total amount of Education Stabilization funds made available to them for obligation from October 1, 2010 to September 30, 2011:

LEA Name	NCES ID	Funds Made Available (2010) \$	Funds Made Available \$
ACCOMACK COUNTY PUBLIC SCHOOLS	5100060	3,237,851.35	0
ALBEMARLE COUNTY PUBLIC SCHOOLS	5100090	4,847,145.34	0
ALEXANDRIA CITY PUBLIC SCHOOLS	5100120	2,757,287.34	0
ALLEGHANY COUNTY PUBLIC SCHOOLS	5100152	2,397,004.1	0
AMELIA COUNTY PUBLIC SCHOOLS	5100180	1,345,608.27	0
AMHERST COUNTY PUBLIC SCHOOLS	5100210	3,450,405.02	0
APPOMATTOX COUNTY PUBLIC SCHOOLS	5100240	1,786,694.54	0
ARLINGTON COUNTY PUBLIC SCHOOLS	5100270	4,446,202.43	0
AUGUSTA COUNTY PUBLIC SCHOOLS	5100300	7,190,412.19	0
BATH COUNTY PUBLIC SCHOOLS	5100330	234,590.84	0
BEDFORD COUNTY PUBLIC SCHOOLS	5100360	7,154,685.89	0
BLAND COUNTY PUBLIC SCHOOLS	5100390	832,743.69	0
BOTETOURT COUNTY PUBLIC SCHOOLS	5100420	3,271,368.27	0
BRISTOL CITY PUBLIC SCHOOLS	5100450	1,542,262.69	0
BRUNSWICK COUNTY PUBLIC SCHOOLS	5100480	1,661,942.21	0
BUCHANAN COUNTY PUBLIC SCHOOLS	5100510	2,562,395.53	0
BUCKINGHAM COUNTY PUBLIC SCHOOLS	5100540	1,652,866.65	0
BUENA VISTA CITY PUBLIC SCHOOLS	5100560	1,035,493.53	0

CAMPBELL COUNTY PUBLIC SCHOOLS	5100600	6,528,006.45	0
CAROLINE COUNTY PUBLIC SCHOOLS	5100660	2,669,336.13	0
CARROLL COUNTY PUBLIC SCHOOLS	5100690	3,107,539.44	0
CHARLES CITY COUNTY PUBLIC SCHOOLS	5100720	633,691.46	0
CHARLOTTE COUNTY PUBLIC SCHOOLS	5100750	1,851,550.11	0
CHARLOTTESVILLE CITY PUBLIC SCHOOLS	5100780	1,565,725.24	0
CHESAPEAKE CITY PUBLIC SCHOOLS	5100810	27,068,837.03	0
CHESTERFIELD COUNTY PUBLIC SCHOOLS	5100840	38,709,069.73	0
CLARKE COUNTY PUBLIC SCHOOLS	5100870	982,247.19	0
COLONIAL BEACH PUBLIC SCHOOLS	5100930	465,764.22	0
COLONIAL HEIGHTS CITY PUBLIC SCHOOLS	5100960	1,697,192.61	0
COVINGTON CITY PUBLIC SCHOOLS	5100990	680,942.32	0
CRAIG COUNTY PUBLIC SCHOOLS	5101020	616,408.79	0
CULPEPER COUNTY PUBLIC SCHOOLS	5101050	4,407,692.95	0
CUMBERLAND COUNTY PUBLIC SCHOOLS	5101080	1,218,297.93	0
DANVILLE CITY PUBLIC SCHOOLS	5101110	4,850,504.41	0
DICKENSON COUNTY PUBLIC SCHOOLS	5101140	2,201,729.2	0
DINWIDDIE COUNTY PUBLIC SCHOOLS	5101170	3,747,930.93	0
ESSEX COUNTY PUBLIC SCHOOLS	5101200	1,092,065	0
FAIRFAX COUNTY PUBLIC SCHOOLS	5101260	45,969,687.04	0
FALLS CHURCH CITY PUBLIC SCHOOLS	5101290	541,505.7	0
FAUQUIER COUNTY PUBLIC SCHOOLS	5101320	3,856,611.53	0
FLOYD COUNTY PUBLIC SCHOOLS	5101350	1,548,140.06	0
FLUVANNA COUNTY PUBLIC SCHOOLS	5101380	2,459,429.72	0
FRANKLIN CITY PUBLIC SCHOOLS	5101410	966,593.73	0
FRANKLIN COUNTY PUBLIC SCHOOLS	5101440	4,543,127.67	0
FREDERICK COUNTY PUBLIC SCHOOLS	5101470	7,898,339.12	0
FREDERICKSBURG CITY PUBLIC SCHOOLS	5101510	693,218.18	0
GALAX CITY PUBLIC SCHOOLS	5101560	1,066,165.08	0
GILES COUNTY PUBLIC SCHOOLS	5101590	2,035,180.87	0
GLOUCESTER COUNTY PUBLIC SCHOOLS	5101620	3,989,354.19	0
GOOCHLAND COUNTY PUBLIC SCHOOLS	5101650	589,635.75	0
GRAYSON COUNTY PUBLIC SCHOOLS	5101690	1,676,201.87	0
GREENE COUNTY PUBLIC SCHOOLS	5101710	2,018,096.22	0
GREENSVILLE COUNTY PUBLIC SCHOOLS	5101740	2,286,224.51	0
HALIFAX COUNTY PUBLIC SCHOOLS	5101770	4,521,654.62	0
HAMPTON CITY PUBLIC SCHOOLS	5101800	15,788,875.55	0
HANOVER COUNTY PUBLIC SCHOOLS	5101830	11,007,552.02	0
HARRISONBURG CITY PUBLIC SCHOOLS	5101860	2,625,842.11	0
HENRICO COUNTY PUBLIC SCHOOLS	5101890	28,127,396.88	0
HENRY COUNTY PUBLIC SCHOOLS	5101920	5,614,771.17	0
HIGHLAND COUNTY PUBLIC SCHOOLS	5101950	218,216.07	0
HOPEWELL CITY PUBLIC SCHOOLS	5101980	3,211,089.61	0
ISLE OF WIGHT COUNTY PUBLIC SCHOOLS	5102010	3,520,144.47	0

KING AND QUEEN COUNTY PUBLIC SCHOOLS	5102070	571,727.68	0
KING GEORGE COUNTY PUBLIC SCHOOLS	5102100	2,616,297.13	0
KING WILLIAM COUNTY PUBLIC SCHOOLS	5102120	1,614,632.99	0
LANCASTER COUNTY PUBLIC SCHOOLS	5102160	374,971.23	0
LEE COUNTY PUBLIC SCHOOLS	5102190	3,221,894.64	0
LEXINGTON CITY PUBLIC SCHOOLS	5102220	457,836.2	0
LOUDOUN COUNTY PUBLIC SCHOOLS	5102250	22,482,069.11	0
LOUISA COUNTY PUBLIC SCHOOLS	5102280	2,200,483.57	0
LUNENBURG COUNTY PUBLIC SCHOOLS	5102310	1,385,605.44	0
LYNCHBURG CITY PUBLIC SCHOOLS	5102340	5,436,749.51	0
MADISON COUNTY PUBLIC SCHOOLS	5102370	1,047,515.62	0
MANASSAS CITY PUBLIC SCHOOLS	5102360	4,021,374.42	0
MANASSAS PARK CITY PUBLIC SCHOOLS	5102390	1,871,708.1	0
MARTINSVILLE CITY PUBLIC SCHOOLS	5102400	1,906,808.34	0
MATHEWS COUNTY PUBLIC SCHOOLS	5102430	685,906.07	0
MECKLENBURG COUNTY PUBLIC SCHOOLS	5102460	3,492,161.07	0
MIDDLESEX COUNTY PUBLIC SCHOOLS	5102490	481,981.76	0
MONTGOMERY COUNTY PUBLIC SCHOOLS	5102520	6,246,354.86	0
NELSON COUNTY PUBLIC SCHOOLS	5102580	912,532.62	0
NEW KENT COUNTY PUBLIC SCHOOLS	5102610	1,762,596.99	0
NEWPORT NEWS CITY PUBLIC SCHOOLS	5102640	21,322,928.19	0
NORFOLK CITY PUBLIC SCHOOLS	5102670	23,061,144.12	0
NORTHAMPTON COUNTY PUBLIC SCHOOLS	5102710	908,859.08	0
NORTHUMBERLAND COUNTY PUBLIC SCHOOLS	5102730	470,035.45	0
NORTON CITY PUBLIC SCHOOLS	5102760	649,452.46	0
NOTTOWAY COUNTY PUBLIC SCHOOLS	5102790	1,836,871.1	0
ORANGE COUNTY PUBLIC SCHOOLS	5102820	3,102,852.27	0
PAGE COUNTY PUBLIC SCHOOLS	5102850	2,501,179.5	0
PATRICK COUNTY PUBLIC SCHOOLS	5102880	2,069,577.03	0
PETERSBURG CITY PUBLIC SCHOOLS	5102910	3,546,370.75	0
PITTSYLVANIA COUNTY PUBLIC SCHOOLS	5102940	7,076,347.86	0
POQUOSON CITY PUBLIC SCHOOLS	5102980	1,717,634.42	0
PORTSMOUTH CITY PUBLIC SCHOOLS	5103000	11,366,392.14	0
POWHATAN COUNTY PUBLIC SCHOOLS	5103030	2,859,659.45	0
PRINCE EDWARD COUNTY PUBLIC SCHOOLS	5103060	1,899,844.72	0
PRINCE GEORGE COUNTY PUBLIC SCHOOLS	5103090	5,018,615.26	0
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS	5103130	47,871,704.83	0
PULASKI COUNTY PUBLIC SCHOOLS	5103150	3,478,376.86	0
RADFORD CITY PUBLIC SCHOOLS	5103180	1,155,425.33	0
RAPPAHANNOCK COUNTY PUBLIC SCHOOLS	5103210	276,240.71	0
RICHMOND CITY PUBLIC SCHOOLS	5103240	12,324,109.32	0
RICHMOND COUNTY PUBLIC SCHOOLS	5103270	922,549.39	0
ROANOKE CITY PUBLIC SCHOOLS	5103300	8,269,679.55	0
ROANOKE COUNTY PUBLIC SCHOOLS	5103330	9,604,431.57	0

ROCKBRIDGE COUNTY PUBLIC SCHOOLS	5103370	1,433,737.42	0
ROCKINGHAM COUNTY PUBLIC SCHOOLS	5103390	7,742,485.58	0
RUSSELL COUNTY PUBLIC SCHOOLS	5103420	3,367,726.08	0
SALEM CITY PUBLIC SCHOOLS	5103460	2,579,289.44	0
SCOTT COUNTY PUBLIC SCHOOLS	5103480	3,324,740.02	0
SHENANDOAH COUNTY PUBLIC SCHOOLS	5103510	3,770,486.44	0
SMYTH COUNTY PUBLIC SCHOOLS	5103520	4,065,504.15	0
SOUTHAMPTON COUNTY PUBLIC SCHOOLS	5103600	2,214,514.43	0
SPOTSYLVANIA COUNTY PUBLIC SCHOOLS	5103640	15,648,560.17	0
STAFFORD COUNTY PUBLIC SCHOOLS	5103660	17,716,008.66	0
STAUNTON CITY PUBLIC SCHOOLS	5103690	1,645,157.69	0
SUFFOLK CITY PUBLIC SCHOOLS	5103710	9,698,857.04	0
SURRY COUNTY PUBLIC SCHOOLS	5103750	430,088.92	0
SUSSEX COUNTY PUBLIC SCHOOLS	5103780	1,022,079.55	0
TAZEWELL COUNTY PUBLIC SCHOOLS	5103810	5,271,211.39	0
VIRGINIA BEACH CITY PUBLIC SCHOOLS	5103840	43,345,580.01	0
WARREN COUNTY PUBLIC SCHOOLS	5103870	3,214,234.5	0
WASHINGTON COUNTY PUBLIC SCHOOLS	5103900	4,940,589.75	0
WAYNESBORO CITY PUBLIC SCHOOLS	5103930	2,058,238.4	0
WEST POINT TOWN PUBLIC SCHOOLS	5103950	696,870.31	0
WESTMORELAND COUNTY PUBLIC SCHOOLS	5103980	973,287.35	0
WILLIAMSBURG JAMES CITY CO PUBLIC SCHOOLS	5104020	4,916,204.03	0
WINCHESTER CITY PUBLIC SCHOOLS	5104050	1,865,695.66	0
WISE COUNTY PUBLIC SCHOOLS	5104080	5,457,737.31	0
WYTHE COUNTY PUBLIC SCHOOLS	5104110	3,129,171.2	0
YORK COUNTY PUBLIC SCHOOLS	5104150	8,210,962.03	0

I.B. Distribution of Education Stabilization funds to public institutions of higher education (IHEs)

Distribution of Education Stabilization funds (CFDA No. 84.394) to public institutions of higher education (IHEs):

Total amount of Education Stabilization funds made available to IHEs for obligation from October 1, 2010 through September 30, 2011 (Funds Made Available): **\$0.00**

Provide a list of the public IHEs in the state and the total amount of Education Stabilization funds made available to them for obligation October 1, 2010 to September 30, 2011:

IHE Name	IPEDS ID	2-year or 4 year	Funds Made Available (2010) \$	Funds Made Available\$
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	6,095,786	0
COLLEGE OF WILLIAM AND MARY	231624	4-year	12,256,708	0
GEORGE MASON UNIVERSITY	232186	4-year	26,276,778	0
JAMES MADISON UNIVERSITY	232423	4-year	16,039,211	0
LONGWOOD UNIVERSITY	232566	4-year	5,587,130	0
NORFOLK STATE UNIVERSITY	232937	4-year	6,823,238	
OLD DOMINION UNIVERSITY	232982	4-year	21,737,216	
RADFORD UNIVERSITY	233277	4-year	9,911,599	
RICHARD BLAND COLLEGE	233338	2-year	876,108	

UNIVERSITY OF MARY WASHINGTON	232681	4-year	5,062,703	
UNIVERSITY OF VIRGINIA	234076	4-year	27,994,096	
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2,800,609	
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	37,370,888	
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	53,728,388	
VIRGINIA MILITARY INSTITUTE	234085	4-year	2,734,674	
VIRGINIA STATE UNIVERSITY	234155	4-year	3,944,323	
VIRGINIA TECH	233921	4-year	37,511,397	

I.C. Distribution of Government Services funds (GSF) to entities

Distribution of Government Services funds (CFDA No. 84.397) to entities:

Total amount of Government Services funds made available to LEAs, IHEs, or other entities for obligation from October 1, 2010 through September 30, 2011 (Funds Made Available): **\$0.00**

Provide a list of entities (including state agencies) to which the state has awarded GSF and the total amount of Government Services funds made available to each entity for obligation from October 1, 2010 to September 30, 2011:

Entity Name	Entity ID	Funds Made Available (2010) \$	Funds Made Available\$
VIRGINIA COMPENSATION BOARD	0000157	218,904,149	0

II.A. Uses of Education Stabilization funds by LEAs

Provide a concise narrative of how LEAs in your state have generally used Education Stabilization funds, and the impact that the funds had on elementary and secondary education in your State from October 1, 2010 to September 30, 2011:

Entry from previous timeframe:

Virginia's Local Educational Agencies (LEAs) used the Stabilization Fund Monies to support salaries and benefits of teachers and staff. Additionally, about thirty percent of the School Divisions used these funds for modernization, renovation or repair activities. Also, some School Divisions used these funds for the purchase of technological equipment and supplies.

Please update for the new timeframe:

The 2010 allocations were changed and there were no new allocations for 2011. The information entered in the draw downs and activities reflect further usage of 2010 allocations in this time frame.

Estimate the total amount of Education Stabilization funds draw downs that the State made on behalf of LEAs, from October 1, 2010 to September 30, 2011, under the following categories:

Salaries and benefits:	\$193,033,824.61
Contracts for construction, modernization, renovation, or repair projects:	\$39,386,839.37
Other:	\$55,208,944.81
Total:	\$287,629,608.79

SFSF \$	Total \$	Activities
		ALEXANDRIA CITY PUBLIC SCHOOLS-5100120 (1 Activity)
117,612	117,612	Middle school renovations
		APPOMATTOX COUNTY PUBLIC SCHOOLS-5100240 (1 Activity)
644,272.49	644,272.49	Bathroom Renovations; Roof replacement in the concourse area.
		AUGUSTA COUNTY PUBLIC SCHOOLS-5100300 (1 Activity)
886,187	886,187	Waste Water Treatment Plant Upgrade at Buffalo Gap High School; Boiler replacement at Churchville Elementary and Beverly Manor Middle
		BEDFORD COUNTY PUBLIC SCHOOLS-5100360 (1 Activity)
232,303.8	232,303.8	Roof replacement.

		BOTETOURT COUNTY PUBLIC SCHOOLS-5100420 (1 Activity)
44,265.81	44,265.81	HVAC
		BRISTOL CITY PUBLIC SCHOOLS-5100450 (1 Activity)
98,274.86	98,274.86	Bleacher replacement; installation of fencing.
		BUCKINGHAM COUNTY PUBLIC SCHOOLS-5100540 (1 Activity)
263,950.9	263,950.9	Installation of aircondition units.
		CHARLOTTE COUNTY PUBLIC SCHOOLS-5100750 (1 Activity)
52,511.55	52,511.55	Cooling Tower and Installation.
		CHARLOTTESVILLE CITY PUBLIC SCHOOLS-5100780 (1 Activity)
80,065.15	80,065.15	Installation of auditorium lighting systems; single network cable installation.
		COLONIAL HEIGHTS CITY PUBLIC SCHOOLS-5100960 (1 Activity)
878,993.04	878,993.04	classroom renovations; roof renovation; energy management system; and window installation.
		FRANKLIN CITY PUBLIC SCHOOLS-5101410 (1 Activity)
150,947.5	150,947.5	Culinary arts renovation project.
		GALAX CITY PUBLIC SCHOOLS-5101560 (1 Activity)
39,701.23	39,701.23	Heat pump systems and bathroom renovations.
		GILES COUNTY PUBLIC SCHOOLS-5101590 (1 Activity)
583,446.74	583,446.74	Modernization and renovations to school cafeteria.
		GLOUCESTER COUNTY PUBLIC SCHOOLS-5101620 (1 Activity)
21,891.35	21,891.35	Window replacements.
		GREENSVILLE COUNTY PUBLIC SCHOOLS-5101740 (1 Activity)
832,937.26	832,937.26	Boiler and Chiller upgrade.
		HAMPTON CITY PUBLIC SCHOOLS-5101800 (1 Activity)
560,903.01	560,903.01	Installation of alarm system; boiler and pump replacement; boiler installation.
		HANOVER COUNTY PUBLIC SCHOOLS-5101830 (1 Activity)
400,000	400,000	Roofing projects.
		HENRICO COUNTY PUBLIC SCHOOLS-5101890 (1 Activity)
8,268,928.92	8,268,928.92	Classroom additions in multiple school buildings.
		HENRY COUNTY PUBLIC SCHOOLS-5101920 (1 Activity)
684,091.3	684,091.3	Fencing installation to secure playground area and restroom renovations in multiple schools, HVAC Equipment for Magna Vista Elementary.
		LANCASTER COUNTY PUBLIC SCHOOLS-5102160 (1 Activity)
160,442.53	160,442.53	Electrical upgrades; Replacement of HVAC unit ventilators.
		LOUISA COUNTY PUBLIC SCHOOLS-5102280 (1 Activity)
479,263.25	479,263.25	High School wall renovation.
		MADISON COUNTY PUBLIC SCHOOLS-5102370 (1 Activity)
119,283.37	119,283.37	Roof replacement.
		MIDDLESEX COUNTY PUBLIC SCHOOLS-5102490 (1 Activity)
93,692	93,692	Roof project.
		NEWPORT NEWS CITY PUBLIC SCHOOLS-5102640 (1 Activity)
6,555,144.84	6,555,144.84	Renovation of Science labs at multiple schools.
		ORANGE COUNTY PUBLIC SCHOOLS-5102820 (1 Activity)
288,172.63	288,172.63	Roof replacement, electrical upgrades and gutter replacement.
		PAGE COUNTY PUBLIC SCHOOLS-5102850 (1 Activity)
16,701.7	16,701.7	Wiring structure costs and security systems.
		PRINCE WILLIAM COUNTY PUBLIC SCHOOLS-5103130 (1 Activity)
3,503,751.78	3,503,751.78	Middle school renovations.
		ROANOKE COUNTY PUBLIC SCHOOLS-5103330 (1 Activity)
502,689.98	502,689.98	Installation of roofing and central station smoke detection systems.
		RUSSELL COUNTY PUBLIC SCHOOLS-5103420 (1 Activity)
145,602.39	145,602.39	Installation of windows, garage doors and acoustical ceiling; roof replacement, and asbestos removal.
		TAZEWELL COUNTY PUBLIC SCHOOLS-5103810 (1 Activity)
1,316,465.55	1,316,465.55	HVAC and electrical renovations; Purchase of TMS Bard units; Window Replacement;
		VIRGINIA BEACH CITY PUBLIC SCHOOLS-5103840 (1 Activity)
11,122,425.96	11,122,425.96	College park elementary replacement project.
		WYTHE COUNTY PUBLIC SCHOOLS-5104110 (1 Activity)
241,919.48	241,919.48	Technology Center ADA Upgrade; elevator renovation.

II.B. Uses of Education Stabilization funds by public IHEs

Provide a concise narrative of how public IHEs in your State have generally used Education Stabilization funds, and the impact that the funds have had on postsecondary education in your State from October 1, 2010 to September 30, 2011:

Entry from previous timeframe:

Virginia's public institutions of higher education used SFSF monies to support salaries and benefits of faculty and staff. Additionally, a few institutions used these funds to support financial aid to students.

Please update for the new timeframe:

The 2010 allocations were changed and there were no new allocations for 2011. The information entered in the draw downs and activities reflect further usage of 2010 allocations in this time frame.

Estimate the total amount of Education Stabilization funds draw downs that the State made on behalf of public IHEs, from October 1, 2010 to September 30, 2011, under the following categories:

Salaries and benefits:	\$150,035,289.92
Student financial assistance:	\$19,062,841.47
Contracts for modernization, renovation, or repair projects:	\$0.00
Other:	\$33,033,992.13
Total:	\$202,132,123.52

II.C. Uses of Government Services funds by entities

Provide a concise narrative of how entities in your State (including State agencies) have generally used Government Services funds, and how the funds have affected the State's provision of services from October 1, 2010 to September 30, 2011:

Entry from previous timeframe:

Virginia has used the Government Services Funds for Public Safety, specifically salaries and benefits of some Local Sheriff Offices.

Please update for the new timeframe:

n/a

Estimate the total amount of Government Services funds that the State has drawn down on behalf of its subrecipients, from October 1, 2010 to September 30, 2011, under the following categories:

Elementary and secondary education (excluding construction, modernization, renovation, or repair of public school facilities):	\$0.00
Construction, modernization, renovation, or repair of public school facilities:	\$0.00
Modernization, renovation, or repair of public IHE facilities:	\$0.00
Public IHEs (excluding modernization, renovation, or repair of public IHE facilities):	\$0.00
Public safety:	\$0.00
Public assistance:	\$0.00
Transportation:	\$0.00
Other:	\$0.00
Total:	\$0.00

III.A. & B. Tuition and Fees

Describe any actions taken by the State to limit increases in tuition and fees imposed by public IHEs for in-State students:

Entry from previous timeframe:

As with other states, in response to declining revenues, Virginia has implemented budget savings measures since FY 2008. In implementing budget savings measures over the recent years, the guiding principle has been to protect the state's core services such as education and social services. To this end, the Commonwealth provided the public institutions of higher education the latitude to implement budget savings which did not directly result in reductions to services provided to students or arbitrary tuition increases. As a result, public institutions of higher education were able to limit tuition increases to reasonable levels. Budget savings measures implemented by public institutions of higher education included reductions to discretionary spending, re-alignment of priorities, reduced or deferred equipment purchases, delayed hiring of personnel, reduced travel, decreased library expenditures, deferred maintenance, outsourced IT services, eliminated or reduced course offerings for underutilized program areas, reorganized and consolidated offices, reduced support staffing levels, reduced energy usage, and consolidated classrooms, services, and offices. In addition, via a letter from the State Council of Higher Education for Virginia and the Department of Planning and Budget, rectors, presidents and chancellors, of Virginia's public colleges and universities of higher education were directed to mitigate tuition and fee increases in anticipation of the receipt of the SFSF monies. Furthermore, prior to the release of SFSF monies, all higher education institutions were required to submit an application outlining the measures taken to mitigate tuition and fee increases.

Please update for the new timeframe:

n/a

For each 2- or 4-year public IHE, please provide the tuition and mandatory fee amounts for in-State students for school years 2008-2009, 2009-2010, and 2010-2011:

Data should be provided for all four-year and two-year public IHEs. Private IHEs should not be included.

IHE Name	IPEDS	2-year or 4-year	Academic Year	Avg Annual Undergrad Tuition\$	Mandatory Fees\$
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2008-09	4,206	0
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2009-10	4,414	0
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2010-11	5,314	0
COLLEGE OF WILLIAM AND MARY	231624	4-year	2008-09	6,183	0
COLLEGE OF WILLIAM AND MARY	231624	4-year	2009-10	6,483	0
COLLEGE OF WILLIAM AND MARY	231624	4-year	2010-11	7,618	0
GEORGE MASON UNIVERSITY	232186	4-year	2008-09	5,526	0
GEORGE MASON UNIVERSITY	232186	4-year	2009-10	5,840	0
GEORGE MASON UNIVERSITY	232186	4-year	2010-11	6,320	0
JAMES MADISON UNIVERSITY	232423	4-year	2008-09	3,556	0
JAMES MADISON UNIVERSITY	232423	4-year	2009-10	3,734	0
JAMES MADISON UNIVERSITY	232423	4-year	2010-11	4,182	0
LONGWOOD UNIVERSITY	232566	4-year	2008-09	4,509	0
LONGWOOD UNIVERSITY	232566	4-year	2009-10	4,725	0
LONGWOOD UNIVERSITY	232566	4-year	2010-11	5,415	0
NORFOLK STATE UNIVERSITY	232937	4-year	2008-09	2,781	0
NORFOLK STATE UNIVERSITY	232937	4-year	2009-10	2,952	0
NORFOLK STATE UNIVERSITY	232937	4-year	2010-11	3,159	0
OLD DOMINION UNIVERSITY	232982	4-year	2008-09	4,203	0
OLD DOMINION UNIVERSITY	232982	4-year	2009-10	4,412	0
OLD DOMINION UNIVERSITY	232982	4-year	2010-11	4,722	0
RADFORD UNIVERSITY	233277	4-year	2008-09	4,187	0
RADFORD UNIVERSITY	233277	4-year	2009-10	4,396	0
RADFORD UNIVERSITY	233277	4-year	2010-11	5,060	0

RICHARD BLAND COLLEGE	233338	2-year	2008-09	2,612	0
RICHARD BLAND COLLEGE	233338	2-year	2009-10	2,666	0
RICHARD BLAND COLLEGE	233338	2-year	2010-11	2,848	0
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2008-09	4,711	0
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2009-10	4,946	0
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2010-11	5,500	0
UNIVERSITY OF VIRGINIA	234076	4-year	2008-09	7,498	0
UNIVERSITY OF VIRGINIA	234076	4-year	2009-10	7,873	0
UNIVERSITY OF VIRGINIA	234076	4-year	2010-11	8,780	0
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2008-09	3,589	0
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2009-10	3,696	0
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2010-11	4,020	0
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2008-09	4,992	0
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2009-10	5,253	0
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2010-11	6,953	0
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2008-09	2,570	0
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2009-10	2,767	0
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2010-11	3,271	0
VIRGINIA MILITARY INSTITUTE	234085	4-year	2008-09	5,262	0
VIRGINIA MILITARY INSTITUTE	234085	4-year	2009-10	5,500	0
VIRGINIA MILITARY INSTITUTE	234085	4-year	2010-11	6,024	0
VIRGINIA STATE UNIVERSITY	234155	4-year	2008-09	3,313	0
VIRGINIA STATE UNIVERSITY	234155	4-year	2009-10	3,584	0
VIRGINIA STATE UNIVERSITY	234155	4-year	2010-11	3,886	0
VIRGINIA TECH	233921	4-year	2008-09	6,895	0
VIRGINIA TECH	233921	4-year	2009-10	7,370	0
VIRGINIA TECH	233921	4-year	2010-11	8,098	0

III.C. Enrollment

Student enrollment data:

Data should be provided for all four-year and two-year public IHEs. Private IHEs should not be included.

IHE Name	IPEDS	2-year or 4-year	Academic Year	Full Time or Part Time Undergrad	Enrollment	Students Eligible for Any Need-Based Financial Assistance (including Pell grants)	Students Eligible for Pell Grants
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2008-09	Full time	4,360	1,571	419
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2008-09	Part time	179	47	21

CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2009-10	Full time	4,359	1,744	617
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2009-10	Part time	163	46	23
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2010-11	Full time	4,398	1,760	623
CHRISTOPHER NEWPORT UNIVERSITY	231712	4-year	2010-11	Part time	139	39	20
COLLEGE OF WILLIAM AND MARY	231624	4-year	2008-09	Full time	3,923	1,113	438
COLLEGE OF WILLIAM AND MARY	231624	4-year	2008-09	Part time	66	16	6
COLLEGE OF WILLIAM AND MARY	231624	4-year	2009-10	Full time	3,849	1,202	498
COLLEGE OF WILLIAM AND MARY	231624	4-year	2009-10	Part time	66	13	5
COLLEGE OF WILLIAM AND MARY	231624	4-year	2010-11	Full time	3,885	1,213	503
COLLEGE OF WILLIAM AND MARY	231624	4-year	2010-11	Part time	51	10	4
GEORGE MASON UNIVERSITY	232186	4-year	2008-09	Full time	12,148	5,082	2,558
GEORGE MASON UNIVERSITY	232186	4-year	2008-09	Part time	4,316	1,171	468
GEORGE MASON UNIVERSITY	232186	4-year	2009-10	Full time	13,032	6,144	3,491
GEORGE MASON UNIVERSITY	232186	4-year	2009-10	Part time	4,245	1,390	606
GEORGE MASON UNIVERSITY	232186	4-year	2010-11	Full time	13,269	6,256	3,554
GEORGE MASON UNIVERSITY	232186	4-year	2010-11	Part time	4,228	1,384	604
JAMES MADISON UNIVERSITY	232423	4-year	2008-09	Full time	11,260	3,505	1,241
JAMES MADISON UNIVERSITY	232423	4-year	2008-09	Part time	667	115	53
JAMES MADISON UNIVERSITY	232423	4-year	2009-10	Full time	11,559	3,978	1,594
JAMES MADISON UNIVERSITY	232423	4-year	2009-10	Part time	723	141	86
JAMES MADISON UNIVERSITY	232423	4-year	2010-11	Full time	11,897	4,094	1,641
JAMES MADISON UNIVERSITY	232423	4-year	2010-11	Part time	738	144	88
LONGWOOD UNIVERSITY	232566	4-year	2008-09	Full time	3,640	1,542	527
LONGWOOD UNIVERSITY	232566	4-year	2008-09	Part time	173	76	37
LONGWOOD UNIVERSITY	232566	4-year	2009-10	Full time	3,684	1,767	698
LONGWOOD UNIVERSITY	232566	4-year	2009-10	Part time	204	80	48
LONGWOOD UNIVERSITY	232566	4-year	2010-11	Full time	3,706	1,778	702
LONGWOOD UNIVERSITY	232566	4-year	2010-11	Part time	243	95	57
NORFOLK STATE UNIVERSITY	232937	4-year	2008-09	Full time	3,734	2,933	2,059
NORFOLK STATE UNIVERSITY	232937	4-year	2008-09	Part time	842	460	298

NORFOLK STATE UNIVERSITY	232937	4-year	2009-10	Full time	4,164	3,271	2,296
NORFOLK STATE UNIVERSITY	232937	4-year	2009-10	Part time	832	455	294
NORFOLK STATE UNIVERSITY	232937	4-year	2010-11	Full time	4,028	3,164	2,221
NORFOLK STATE UNIVERSITY	232937	4-year	2010-11	Part time	1,014	554	359
OLD DOMINION UNIVERSITY	232982	4-year	2008-09	Full time	11,841	6,135	3,049
OLD DOMINION UNIVERSITY	232982	4-year	2008-09	Part time	4,115	1,582	784
OLD DOMINION UNIVERSITY	232982	4-year	2009-10	Full time	12,751	7,002	3,993
OLD DOMINION UNIVERSITY	232982	4-year	2009-10	Part time	4,062	1,633	1,015
OLD DOMINION UNIVERSITY	232982	4-year	2010-11	Full time	13,346	7,329	4,179
OLD DOMINION UNIVERSITY	232982	4-year	2010-11	Part time	4,033	1,621	1,008
RADFORD UNIVERSITY	233277	4-year	2008-09	Full time	7,225	2,867	1,275
RADFORD UNIVERSITY	233277	4-year	2008-09	Part time	366	125	63
RADFORD UNIVERSITY	233277	4-year	2009-10	Full time	6,973	3,122	1,618
RADFORD UNIVERSITY	233277	4-year	2009-10	Part time	322	130	76
RADFORD UNIVERSITY	233277	4-year	2010-11	Full time	7,171	3,211	1,664
RADFORD UNIVERSITY	233277	4-year	2010-11	Part time	320	129	76
RICHARD BLAND COLLEGE	233338	2-year	2008-09	Full time	1,023	420	242
RICHARD BLAND COLLEGE	233338	2-year	2008-09	Part time	589	80	48
RICHARD BLAND COLLEGE	233338	2-year	2009-10	Full time	1,066	546	367
RICHARD BLAND COLLEGE	233338	2-year	2009-10	Part time	504	70	48
RICHARD BLAND COLLEGE	233338	2-year	2010-11	Full time	1,045	535	360
RICHARD BLAND COLLEGE	233338	2-year	2010-11	Part time	524	73	50
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2008-09	Full time	2,709	689	257
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2008-09	Part time	586	112	52
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2009-10	Full time	2,961	753	281
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2009-10	Part time	614	117	54
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2010-11	Full time	3,173	807	301
UNIVERSITY OF MARY WASHINGTON	232681	4-year	2010-11	Part time	498	95	44
UNIVERSITY OF VIRGINIA	234076	4-year	2008-09	Full time	9,433	2,539	915
UNIVERSITY OF VIRGINIA	234076	4-year	2008-09	Part time	738	111	44
UNIVERSITY OF VIRGINIA	234076	4-year	2009-10	Full time	9,515	2,920	1,197
UNIVERSITY OF VIRGINIA	234076	4-year	2009-10	Part time	692	161	79

UNIVERSITY OF VIRGINIA	234076	4-year	2010-11	Full time	9,610	2,949	1,209
UNIVERSITY OF VIRGINIA	234076	4-year	2010-11	Part time	760	177	87
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2008-09	Full time	1,374	881	504
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2008-09	Part time	499	96	53
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2009-10	Full time	1,413	926	634
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2009-10	Part time	504	74	58
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2010-11	Full time	1,495	980	671
UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	233897	4-year	2010-11	Part time	404	59	46
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2008-09	Full time	16,450	7,657	3,456
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2008-09	Part time	4,029	849	362
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2009-10	Full time	17,107	7,963	3,594
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2009-10	Part time	3,678	775	330
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2010-11	Full time	17,542	8,165	3,685
VIRGINIA COMMONWEALTH UNIVERSITY	234030	4-year	2010-11	Part time	3,649	769	328
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2008-09	Full time	53,295	22,763	17,145
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2008-09	Part time	114,246	21,649	14,900
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2009-10	Full time	63,365	27,335	20,687
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2009-10	Part time	117,099	22,282	15,348
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2010-11	Full time	62,096	26,604	20,082
VIRGINIA COMMUNITY COLLEGE SYSTEM	239999	2-year	2010-11	Part time	111,224	21,063	14,487
VIRGINIA MILITARY INSTITUTE	234085	4-year	2008-09	Full time	857	322	113
VIRGINIA MILITARY INSTITUTE	234085	4-year	2008-09	Part time	0	0	0
VIRGINIA MILITARY INSTITUTE	234085	4-year	2009-10	Full time	881	339	144
VIRGINIA MILITARY INSTITUTE	234085	4-year	2009-10	Part time	0	0	0
VIRGINIA MILITARY INSTITUTE	234085	4-year	2010-11	Full time	938	361	153

VIRGINIA MILITARY INSTITUTE	234085	4-year	2010-11	Part time	0	0	0
VIRGINIA STATE UNIVERSITY	234155	4-year	2008-09	Full time	2,666	2,044	1,431
VIRGINIA STATE UNIVERSITY	234155	4-year	2008-09	Part time	290	150	97
VIRGINIA STATE UNIVERSITY	234155	4-year	2009-10	Full time	2,997	2,298	1,609
VIRGINIA STATE UNIVERSITY	234155	4-year	2009-10	Part time	294	152	98
VIRGINIA STATE UNIVERSITY	234155	4-year	2010-11	Full time	3,163	2,425	1,698
VIRGINIA STATE UNIVERSITY	234155	4-year	2010-11	Part time	299	155	100
VIRGINIA TECH	233921	4-year	2008-09	Full time	16,954	5,776	2,051
VIRGINIA TECH	233921	4-year	2008-09	Part time	401	92	41
VIRGINIA TECH	233921	4-year	2009-10	Full time	17,197	6,537	2,681
VIRGINIA TECH	233921	4-year	2009-10	Part time	359	83	38
VIRGINIA TECH	233921	4-year	2010-11	Full time	17,129	6,511	2,670
VIRGINIA TECH	233921	4-year	2010-11	Part time	363	84	38

IV. Tax Increases Averted

Estimate the degree to which State tax increases were averted because of the availability of SFSF funds.

Entry from previous timeframe:

It is not likely that Virginia would have raised taxes if it had not received the SFSF money. The Commonwealth is generally a tax conservative state, which implements tax increases only as a last resort. In fact, Virginia would rather implement other reform and budget reduction measures prior to considering a general tax increase. For example, the previous Governor proposed a local income tax as a source of revenue replacement for specific local aid payments the state makes to all local governments. The incoming Governor and the General Assembly rejected that proposal and chose to make additional reductions to balance the budget. Consequently, since FY 2008, budget reduction measures that reduced operating costs, while protecting the critical areas of government services, have been implemented. Since SFSF funds were available, the Commonwealth was able to minimize the level of reductions. If the SFSF funds had not been available, deeper budget reductions would likely have occurred in core service areas like public education, higher education and the health and human resource areas.

Please update for the new timeframe:

n/a

V. Jobs Saved or Created

In its quarterly reports submitted under section 1512 of ARRA, each State provided data on, among other things, the number of jobs estimated to have been saved or created as a result of SFSF support. The Department will use the information that has been reported to determine the number of jobs that have been saved or created. For the purposes of the Initial Annual Report, the State is not required to provide any additional information on the number of jobs estimated to have been saved or created.

Jobs Reported Saved or Created in the First APR:

	Reported Jobs for 02/17/09 - 09/30/09	Reported Jobs for 10/01/09 - 12/31/09	Reported Jobs for 01/01/10 - 03/31/10	Reported Jobs for 04/01/10 - 06/30/10	Reported Jobs for 07/01/10 - 09/30/10
Education Grants	3,306.23	3,471.6	6,357.1	6,513.1	2,523.1
Government Services	0	0	0	12,053.39	11,975.19

Jobs Reported Saved or Created in the Second APR:

	Reported Jobs for 10/01/10 - 12/31/10	Reported Jobs for 01/01/11 - 03/31/11	Reported Jobs for 04/01/11 - 06/30/11	Reported Jobs for 07/01/11 - 09/30/11
Education Grants	2637.75	4302.41	3523.69	4458.27
Government Services	0	0	0	0

VI. Progress in Advancing Education Reform

A. Reducing inequities in the distribution of highly qualified teachers:

Describe the steps that the State has taken, from October 1, 2010 through September 30, 2011, to reduce inequities in the distribution of highly qualified teachers.

Entry from previous timeframe:

The Department has initiated and continues to support a variety of strategies as outlined in the initial Teacher Equity Plan and the updated 2009 plan. Below is a sampling of strategies and new initiatives that have been planned or implemented since December 2009 to address the six key elements of Virginia's Equity Plan. Element One: Data Systems Longitudinal Data System Grant - A longitudinal data system (LDS) grant was awarded to the Virginia Department of Education. This grant will enable several improvements to existing data systems, including the linking of student achievement data to teachers and principals, as well as the ability to collect and report data related to teacher and principal evaluations. Element Two: Teacher Preparation and Out of Field Teaching Highly Qualified Teacher Scholarships - Additional funding was targeted to assist teachers in high-poverty and/or high-minority schools to become highly qualified. Two hundred forty six (246) teachers in 18 school divisions have received funding to assist in their efforts, including Region VIII and teachers in high-need subject areas. Element Three: Recruitment and Retention of Experienced Teachers Hard-to-Staff Performance Pay Pilot Program - The governor has submitted a funding proposal to the 2011 Virginia General Assembly for a teacher performance pay pilot program in hard-to-staff schools. Eligible school divisions will submit proposals that will entail the implementation of model teacher evaluation instruments and linking student achievement to teachers and principals to provide pay bonuses to teachers based, in part, on student performance. Teacher Incentive Fund (TIF) Grants - Richmond City, Henrico County, and Prince William County received funding from the United States Department of Education to develop differentiated pay systems in high needs schools. Element Four: Professional Development and Specialized Training School Improvement Training - Leadership teams and teachers in schools that are in improvement have received specialized training in the use of the Indistar system to analyze and track progress on school improvement efforts. In addition to providing coaches to work directly with schools in improvement, the state has also deployed coaches to work with leadership teams at the division level to assist with coordination of services. Summer training academies have been required for team members from schools receiving 1003(a) and 1003(g) school improvement funds, as well as ongoing training through webinars. State Literacy Task Force - This task force has been established to develop a statewide literacy plan to address literacy needs across all student subgroups and content areas. Among the initial events planned will be an Early Reading Intervention Symposium during the 2010-2011 school year. College and Career-Readiness Initiatives - The Department has planned a host of initiatives focused on strengthening students' preparation for college and the workforce before leaving high school and ensuring that college and career-ready learning standards in reading, writing, and mathematics are taught in every Virginia high school classroom. Among the components of this initiative are the development of performance expectations, developed in concert with two- and four-year colleges and universities, aligned to national and international college and workforce readiness standards; the development of capstone courses for high school students to ensure college and workforce readiness; the provision of technical assistance and professional development to educators across the state to support implementation of these performance expectations; alignment of state assessments to ensure student mastery of the more rigorous standards; and identifying accountability measures and incentives for schools to increase the percentage of students who graduate high school having demonstrated the academic and career skills needed to be successful in postsecondary education programs. Southside Virginia Region VIII No Child Left Behind Partnership Office - This regional professional development center was established in collaboration with twelve school divisions in Region VIII (Southside Virginia) to provide a host of professional development activities related to teacher quality, mentoring, school improvement, and instructional technology. As outlined in the state's initial Equity Plan, school divisions in this region traditionally have served high percentages of impoverished students, and many of the divisions face significant challenges in attracting and retaining highly qualified teachers by virtue of their rural nature and economic conditions. Consequently, this center provides targeted and individualized professional development assistance to teachers and principals in this region. Element Five: Working Conditions Virginia Index of Performance (VIP) Incentive Program - Criteria have been established to honor and recognize achievements of schools across the state on academic progress through Governor's Awards for Academic Excellence and two levels of awards through the Board of Education: Distinguished Achievement Awards and Excellence Awards. Element Six: Policy Coherence Teacher and Principal Performance Standards and Evaluation Workgroup - The Department formed a workgroup that began work in August 2010 to examine and revise teacher performance standards and to conduct a comprehensive study of teacher evaluation as a tool to improve student achievement. The study was designed to provide revised guidance documents and new evaluation models that can be used in school divisions to improve student achievement by improving teacher performance,

increasing teacher retention, and developing meaningful, targeted professional development. Results of teacher evaluations can also be used to inform equitable distribution of teachers across school divisions. The workgroup plans to target school divisions with high-poverty schools, persistently low-performing schools, and hard-to-staff schools as initial pilot sites for revised evaluation models.

Teacher Quality Community of Practice – The Department has joined with the Appalachian Regional Comprehensive Center (ARCC) to participate in a community of practice with other states in the ARCC service area to examine teacher quality practices within and among states.

Teacher Equity Plan Update Overview 2010-2011 The Virginia Department of Education submitted an initial Teacher Equity Plan that was approved by the United States Department of Education in 2006. An update to this plan was posted in December 2009, with the second annual update due to be posted by the end of January 2011. According to the January 2011 update, below is a synopsis of the progress made since December 2009:

STATEWIDE • The state made progress toward the goal of 100 percent of classes taught by highly qualified teachers (HQT), increasing from 98.4 percent in 2008-2009 to 98.9 percent in 2009-2010. • In 2009-10, there were 19 school divisions that reported 100 percent of classes taught by highly qualified teachers, up from 12 in 2008-2009. Only one school division reported less than 90 percent of classes taught by HQT (89.3 percent), down from three divisions in 2008-2009. • At the school level, 70.3 percent (1,309 schools) met the 100 percent HQT goal, up from 62.0 percent (1,129 schools) in the previous year.

POVERTY • The percentage of classes taught by HQT in both high and low-poverty elementary and secondary schools increased from 2008-2009 to 2009-2010. • The gap in the percentage of classes taught by high and low-poverty classes at the elementary level decreased from 1.1 percent in 2008-2009 to 1.0 percent in 2009-2010. At the secondary level, the gap decreased from 3.2 percent in 2008-2009 to 2.0 percent in 2009-2010.

MINORITY • The percent of classes taught by HQT in both high and low-minority schools increased from 2008-2009 to 2009-2010. • The gap between the percentage of classes taught by HQT in high and low-minority schools decreased from 1.4 percent in 2008-2009 to 1.1 percent in 2009-2010.

TEACHER EXPERIENCE • Statewide, the percentage of inexperienced teachers (three years or less) has decreased to 20.6 percent in 2009, down from 23.5 in 2008, and the percentage of experienced teachers (greater than ten years) has increased to 47.3 percent in 2009, up from 46.1 percent in 2008. • The percentage of inexperienced teachers has decreased in both high and low-poverty schools, as well as high and low-minority schools.

AYP PERFORMANCE • Across the state, fewer schools made Adequate Yearly Progress (AYP) in 2009 than in 2008. This may be due to revised graduation indicator targets for high schools as well as higher pass rate targets for English/language arts and mathematics. Also, for the first time, assessment results for students with severe cognitive disabilities were required to be included in AYP calculations. • A gap of 18.3 points exists between high and low-poverty schools as measured by the percentage of schools meeting AYP targets each year, down three points from the previous year. • Schools with the most experienced teachers and 100 percent HQT percentages exceeded state average AYP pass rates, compared with other schools.

HARD-TO-STAFF SCHOOLS In addition to examining the performance and distribution of HQT in high-poverty and high-minority schools, Virginia identifies and examines progress in hard-to-staff schools on an annual basis. While many of these schools are classified as high-poverty and/or high-minority, approximately half of the schools have moderate or low degrees of poverty/minority status, but yet experience significant challenges related to student performance and/or teacher qualifications. Specialized programs such as the Hard-to-Staff Mentoring Program and the Virginia Middle School Mathematics Teacher Corps have been instituted to provide additional support to these schools. Additionally, a proposal is before the 2011 General Assembly to provide funding for a pilot teacher performance incentive program for hard-to-staff schools for the 2011-2012 school year. Schools that meet at least four of the following criteria are identified as hard-to-staff: • Accredited with warning; • Average daily attendance is 2.00 percentage points below the statewide average; • Percent of special education students exceeds 150 percent of the statewide average; • Percent of limited English proficient students exceeds 150 percent of the statewide average; • Percent of teachers with provisional licenses exceeds 150 percent of the statewide average; • Percent of special education teachers with conditional licenses exceeds 150 percent of the statewide average; • Percent of inexperienced teachers hired to total teachers exceeds 150 percent of the statewide average; and • One or more inexperienced teachers in a critical shortage area. • In 2009-2010, 169 schools were identified as hard-to-staff (HSS), down from 203 in 2008-2009. Of these, 78 schools were classified as high-poverty and 97 were considered high-minority schools in 2009-2010. • The percentage of hard-to-staff schools meeting AYP targets increased by 5.9 points to 46.3 percent; however, the pass rate lags behind the state average (61.2 percent) and high-poverty schools (64.4 percent). • In 2008, a lower percentage of hard-to-staff schools made AYP compared with high-poverty, high-minority, or all schools in the state. However, the gap between the percentage of HSS schools making AYP and other schools was halved from 31.6 points in 2008 to 14.9 points in 2009. The 24 point gap between AYP performance in HSS schools and high-poverty schools that existed in 2008 was cut to 8.9 points in 2009.

SUPERINTENDENTS' REGIONS • All superintendents' regions either increased or maintained HQT percentages from 2008 to 2009, and all decreased the percentages of inexperienced teachers. • Region VIII continued to be identified as the region of highest need of HQT in 2009-2010, as it was in 2008-2009, although gains were made in several areas. In 2009-2010, the region had the highest percentage of schools in poverty; the highest percentage of minority students; the lowest average HQT percentage; the highest percentage of inexperienced teachers, and the highest percentage of hard-to-staff schools. Among the strategies employed to assist this region were the Southside Virginia No Child Left Behind Partnership Office and Highly Qualified Teacher Scholarships.

CONTENT AREA • In 2008, at the state level, science, mathematics and special education were the content areas with the largest numbers of classes taught by non-highly qualified teachers. In 2009, increases of HQT were evident in each of these areas, particularly science with an increase of 1.1 percentage points statewide. • All content areas except history/social science and art either increased or maintained HQT percentages in 2009. History/social science and art showed slight declines of -0.1 percent and -0.2 percent respectively. • In reading and special education, five regions reported less than the state average of classes taught by HQT. • The lowest HQT percentages were reported in the areas of science and foreign language in Region VIII; Grade 7 in Region VII; and history/social science in Region IV.

1. State Monitoring of School Division Compliance and Implementation Virginia monitors compliance with school divisions' HQT plans in the following ways: Instructional Personnel and Licensure Report (IPAL) – Each school division submits data on an annual basis that outlines the qualifications of each teacher. Reports are created that provide a detailed analysis for each school division and schools that list all teachers who are not highly qualified, their current assignments and areas of endorsement, and the reasons why they are not highly qualified. Designated personnel in each division are able to access these reports through a secure internet connection. Additionally, the Virginia Department of Education provides a hard copy of a verified report for each school division superintendent on an annual basis to assist with program planning and targeting of funds for the next year. • Annual Grant Applications for NCLB Funding – Each school division submits an annual application for federal funds, including Title II, Part A. Within the application, school divisions indicate the current number of classes being taught by highly qualified and non-highly qualified teachers. In addition, strategies are outlined to meet the goal of 100 percent of classes taught by highly qualified teachers. Applications must be fully approved, and funds are not released until each school division has provided its plan related to attaining the HQT goal. • Title II, Part A, Federal Program Monitoring – Title II, Part A, programs receive formal reviews to evaluate plan progress on an eight-year cycle. The monitoring protocol document is available at the following link: http://www.doe.virginia.gov/federal_programs/esea/title2/part_a/forms/title2_parta_monitoring_protocol.doc. • Monitoring Percentage of Teachers Receiving High Quality Professional Development • School divisions indicate the percentages of teachers each year who have participated in high-quality professional development when they submit their annual instructional personnel data. This information is included in the IPAL report that is sent to division superintendents and available online to designated school division personnel. • Professional development plans for each school division are reviewed through the Title II, Part A, application and federal program monitoring processes. Additionally, reimbursement requests for professional development activities are reviewed and approved by the program specialists for Title II, Part A.

2. Provisions for Technical Assistance or Corrective Actions to Virginia School Divisions that Fail to Meet the Highly Qualified Teacher and AYP Goals The following activities are provided for school divisions that fail to meet HQT and AYP goals: • The Office of School Improvement provides differentiated support to schools and divisions based on AYP performance. Examples include the provision of school-level and division-level school improvement coaches, training in the Indistar school improvement reporting tool, summer School Improvement 1003(a) and 1003(g) training academies, and an ongoing series of specialized webinar training events. An electronic statewide system of support document is currently being updated to reflect the full array of support available to schools based on their specific needs. • Schools not meeting HQT goals in any given year must outline a plan in their annual consolidated or individual Title II, Part A, application for federal funds including measurable objectives and specific strategies and funding sources for reaching this goal. The plan must be clearly delineated before the application is fully approved and funding is released. • Divisions that have not met adequate yearly progress (AYP) for three consecutive years and have not met the 100 percent HQT goal for three consecutive years (Section 2141(c)) must outline within their annual NCLB application a comprehensive plan for increasing HQT and meeting AYP. Use of Title II, Part A, funds must coordinate with activities and goals outlined in the application. Technical assistance is provided to divisions as they develop and implement these plans. Targeted Federal Program Monitoring for Title II, Part A, in identified school divisions is conducted with priority given to school divisions on the 2141(c) watch list and divisions with relatively low percentages of highly qualified teachers.

3. Strategies in Virginia to Address Teacher Equity Since 2010-2011 The Department has initiated and continues to support a variety of strategies to address the equitable distribution of teachers, as outlined in the initial Teacher Equity Plan from 2006 and subsequent updates. Below is a sampling of some ongoing strategies and several new initiatives that have been continued or implemented up to September 2011 to address the six key elements of Virginia's Equity Plan. Additional ongoing initiatives are contained within the tables included in Section IV of the updated plan posted February 2011.

Element One: Data Systems Longitudinal Data System Grant – A longitudinal data system (LDS) grant was awarded to the Virginia Department of Education (VDOE) in 2010 from the United States Department of Education. This grant has enabled several improvements to existing data systems, including 1) Master Schedule Record Collection reporting; 2) enhanced Instructional Personnel and Licensure (IPAL) reporting; 3) reporting on student growth percentiles; 4) linking student achievement data to teachers and principals; and 5) collecting and reporting data related to teacher and principal evaluations. **Data System Enhancement Grants** – Local school divisions had the opportunity to seek funding through a competitive grant program related to the data priorities of the State Fiscal Stabilization Fund (SFSF). VDOE awarded grants in April 2011 totaling nearly \$2 million to 41 school divisions to expand the capacity of teachers and administrators to improve teaching and learning through data-driven decision making – and to help divisions meet and exceed new federal reporting requirements. The funded projects include the creation of centralized data warehouses and information portals to allow educators and administrators to link data from multiple sources and create reports to identify the needs of students and teachers.

Element Two: Teacher Preparation and Out-of-Field Teaching Virginia Teaching Scholarship Loan Program – The primary purpose of the Virginia Teaching Scholarship Loan Program (VTSLP) is to provide financial support to students who are preparing to teach in one of Virginia's critical shortage teaching areas. The critical shortage teaching areas are determined annually through the Supply and Demand Survey of Administrative and Instructional Personnel, distributed to every school division in Virginia by the Department of Education. Shortages in specific subject areas are derived from the top 10 academic disciplines identified by the survey as shortage fields. **Traineeships for Education of Special Education Personnel** – The Virginia General Assembly allocated funds for the establishment of special education personnel traineeships. These funds were appropriated to support institutions of higher education delivering special education coursework leading to an endorsement in Special Education: General Curriculum K-12. Teacher candidates may participate in either part-time or full-time study in programs designed to qualify them as special education personnel in the public schools of Virginia. It is anticipated that state funding for the traineeships for education of special education personnel will continue to be available for the 2012-2013 school year. **Highly Qualified Teacher Scholarships** – Funding was targeted to assist teachers in high-poverty and/or high-minority schools to become highly qualified. Two hundred forty-six (246) teachers in 93 schools across 18 school divisions were assisted in their efforts, including Region VIII and teachers in high-need subject areas. Eighty-four percent of the targeted schools increased the percentage of highly qualified teachers (HQT), and thirty-six of the targeted schools attained 100 percent HQT status.

Element Three: Recruitment and Retention of Experienced Teachers Hard-to-Staff (HTS) Performance Pay Pilot Program – The Governor submitted a funding proposal to the 2011 Virginia General Assembly for a teacher performance pay pilot program in hard-to-staff schools, for which \$3 million was appropriated. Twenty-five schools applied for funding and began participating in this pilot program during the 2011-2012 school year. Schools are expected to implement model teacher evaluation instruments and link student achievement to teachers and principals to provide pay bonuses to teachers based, in part, on student performance. **Virginia Middle School Mathematics Teacher Corps** – The Virginia Middle School Teacher Corps program provides the structure and incentives for

school divisions to hire experienced mathematics teachers for middle schools that have been designated as "at risk in mathematics" as a result of being accredited with warning in mathematics or not meeting federal benchmarks. A school eligible to participate in the Teacher Corps has the opportunity to take part in the initiative for at least three years pending available funding, and teachers recruited into the program participate in specialized training to enhance coaching and modeling skills to assist other mathematics teachers in their schools. Funding has been appropriated by the General Assembly to continue the program for the 2012-2013 school year, Teacher Incentive Fund (TIF) Grants – Richmond City, Henrico County, and Prince William County received funding from the United States Department of Education to develop differentiated pay systems in high-needs schools. These divisions began planning and implementing their programs during the 2011-2012 school year. Element Four: Professional Development and Specialized Training School Improvement Training – Leadership teams and teachers in schools that are in improvement have received specialized training in the use of the Indistar system to analyze and track progress on school improvement efforts. In addition to providing coaches to work directly with schools in improvement, the state has also deployed coaches to work with leadership teams at the division level to assist with coordination of services. Summer training academies have been required for team members from schools receiving 1003(a) and 1003(g) school improvement funds, as well as ongoing training through webinars. State Literacy Task Force – This task force was established to develop a statewide literacy plan to address literacy needs across all student subgroups and content areas. The plan is available at http://www.doe.virginia.gov/instruction/english/literacy/literacy_plan.pdf. College and Career-Readiness Initiatives – The Department has planned and implemented a host of initiatives focused on strengthening students' preparation for college and the work force before leaving high school and ensuring that college and career-ready learning standards in reading, writing, and mathematics are taught in every Virginia high school classroom. Among the components of this initiative are the development of performance expectations, developed in concert with two- and four-year colleges and universities, aligned to national and international college and work force readiness standards; the development of capstone courses for high school students to ensure college and workforce readiness; the provision of technical assistance and professional development to educators across the state to support implementation of these performance expectations; alignment of state assessments to ensure student mastery of the more rigorous standards; and identifying accountability measures and incentives for schools to increase the percentage of students who graduate high school having demonstrated the academic and career skills needed to be successful in postsecondary education programs. Southside Virginia Region VIII No Child Left Behind Partnership Office – This regional professional development center was established in collaboration with twelve school divisions in Region VIII (Southside Virginia) to provide a host of professional development activities related to teacher quality, evaluation, mentoring, school improvement, and instructional technology. As outlined in the state's initial Equity Plan, school divisions in this region traditionally have served high percentages of impoverished students, and many of the divisions face significant challenges in attracting and retaining highly qualified teachers by virtue of their rural nature and economic conditions. Consequently, this center provides targeted and individualized professional development assistance to teachers and principals in this region. Response to Intervention (RTI) Initiative – Launched in 2007, RTI is a comprehensive student-centered assessment and intervention model used to identify and address individual student difficulties before referral to special education. VDOE offered RtI Institutes (statewide training sessions) to many high need school divisions in a pilot program from 2007 to 2009. Initially, 16 pilot schools were identified to participate in the pilot from the following school divisions: Alleghany County, Augusta County, Bath County, Gloucester County, Loudoun County, Manassas Park City, Martinsville City, Mecklenburg County, Northampton County, Portsmouth City, Prince Edward County, Prince William County, Pulaski County, Shenandoah County, and Smyth County. Additional cohorts of schools have been added on an ongoing basis to participate in training to expand the initiative and ensure quality implementation of the RTI strategies. World Class International Design and Assessment (WIDA) English Language Proficiency (ELP) PK-12 Standards and Instructional Resources – The WIDA Consortium is a nonprofit cooperative of states working together to meet the federal requirements for English Language Learners (ELLs) with innovative standards and assessments. Virginia is one of 23 member states in the consortium. The WIDA standards incorporate performance indicators for ELL students from PreK through Grade 12 in five content areas, and address the four language domains (listening, speaking, reading, writing) for each content area. The five content areas of the standards are: Social and Instructional Language, English Language Arts, Mathematics, Science, and Social Studies. Professional development institutes have been developed to assist teachers of English Language Learners with implementation of these standards. Element Five: Working Conditions Virginia Index of Performance (VIP) Incentive Program – Criteria have been established to honor and recognize achievements of schools across the state on academic progress through Governor's Awards for Academic Excellence and two levels of awards through the Board of Education: Distinguished Achievement Awards and Excellence Awards. Element Six: Policy Coherence Teacher and Principal Performance Standards and Evaluation Revisions – The Department formed a workgroup that began work in August 2010 to examine and revise teacher performance standards and to conduct a comprehensive study of teacher evaluation as a tool to improve student achievement. The study was designed to provide revised guidance documents and new evaluation models that can be used in school divisions to improve student achievement by improving teacher performance, increasing teacher retention, and developing meaningful, targeted professional development. Results of teacher evaluations can also be used to inform equitable distribution of teachers across school divisions. School divisions with high-poverty schools, persistently low-performing schools, and hard-to-staff schools served as initial pilot sites for revised evaluation models and have been involved in comprehensive training during the 2011-2012 school year. The revised standards and evaluation systems will be implemented statewide by July 1, 2012. Additionally, colleges and universities with approved teacher preparation programs are beginning to align their program requirements with the revised Uniform Teacher Performance Standards. Work began in fall 2011 to examine and revise performance standards for principals. Training and piloting of the revised evaluation models for principals will occur during the 2012-2013 school year, and full state implementation will occur by July 1, 2013.

Certification of review of submission

Note: This page should be certified by the governor or an authorized representative of the governor.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and User Manual*.

Full name and title: **Dr. Patricia I. Wright, Superintendent of Public Instruction**

Questions about the State Fiscal Stabilization Fund program should be sent to:
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