



# West Virginia's State Plan

For the American Rescue Plan  
Elementary and Secondary  
School Emergency Relief Fund

*Submitted to the U.S. Department of Education*

*June 7, 2021*

## Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

## Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., [Alabama.OESE@ed.gov](mailto:Alabama.OESE@ed.gov)).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.


**Grantee and Contact Information**

**ARP ESSER PR Award Number:** S425U210036 – West Virginia Department of Education

**SEA Contact:** Michele Blatt, Deputy State Superintendent

**Telephone:** 304-558-3762

**Email address:** mblatt@k12.wv.us

<p>By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p>	
<p><b>Chief State School Officer or Authorized Representative (Printed Name)</b></p> <p>W. Clayton Burch, State Superintendent of Schools</p>	
<p><b>Signature of Authorized SEA Representative</b></p> 	<p>Date: June 7, 2021</p>

## A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's [\*Safer Schools and Campuses Best Practices Clearinghouse\*](#) so that they can be shared with other States and LEAs.

A.1. West Virginia's top strategies for supporting students during the COVID-19 pandemic have been:

- [Communities In Schools](#) (CIS) was operational in 118 schools across 23 districts at the onset of the pandemic. School leaders in these schools continue to cite how critical the CIS Site Coordinators are to engage and assist struggling students and their families. Based on this success, 37 schools across 8 new districts and 1 current district are working to add the CIS program for the 2021-2022 school year; it is anticipated that additional districts will elect to do so with ARP ESSER resources.
- [Child Nutrition](#) programs have been operational and providing support to West Virginia students from day one of the COVID-19 emergency declaration. Within 48 hours, meal delivery plans were created and have been adapted throughout the summer and school year to ensure that students have access to school meals wherever they are receiving instruction. Between March and December of 2020, over 34 million meals were provided. The [Pandemic EBT](#) program was also initiated in the summer of 2020 and continues to provide electronic food benefits to students currently valued at \$378 million with an estimated \$375 million in additional benefits coming in the summer of 2021.
- [Summer SOLE](#) (Student Opportunities for Learning and Engagement) grants were provided to LEAs from the ESSER II State Activity funds (\$33 million) to offer hands-on, engaging and interactive summer learning experiences that will begin to address students' social-emotional needs and support their recovery from lost learning opportunities. Grant requirements included providing in-person, research-based summer programs lasting at least four weeks (minimum of 4 days/week) with free transportation and meals. The WVDE employed a new Extended Learning Coordinator to provide weekly virtual technical assistance meetings for LEA grant contacts and to coordinate monitoring and data collection. This position will continue to work with extended learning programs throughout all ESSER grant periods.
- [Kids Connect](#) is designed to support the learning needs of children who do not have access to the Internet at their home. By installing the necessary equipment, all public schools, institutions of higher education (IHE), public libraries and state parks have been turned into

Wi-Fi hotspots. From their vehicle, a student can access the Internet to download/upload their homework assignments from 8am to 10pm every day.

The WVDE Office of Communications will coordinate state and LEA contributions to the Safer Schools and Campuses Best Practices Clearinghouse.

2. **Overall Priorities:** Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

A.2. The top COVID-19 pandemic recovery issues facing West Virginia’s students and schools are:

- **Addressing the social and academic issues of students** who have spent much, or all, of the 2020-2021 school year in remote learning situations. Many have not successfully completed course work and will be lacking in academic skill sets and behavioral skills needed to successfully return to in-person school. Those that chose full-time virtual school will have been out of the school environment for 18 months when they return in the fall of 2021.
  - **Addressing the significant number of secondary learners that failed to earn credits** during the 2020-2021 school year. These students will have both academic and social needs as they struggle to meet graduation requirements.
  - **Addressing the significant loss in academic performance** (based on preliminary 2021 assessment data) in both English language arts and mathematics.
3. **Identifying Needs of Underserved Students:** Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
    - i. Students from low-income families,
    - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
    - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
    - iv. English learners,
    - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
    - vi. Students experiencing homelessness,
    - vii. Children and youth in foster care,



































































G.2. The WVDE Office of Federal Programs and Support proposes to monitor all ESSERF grants to LEAs as follows:

1. Each of the State's LEAs will submit an ESSERF Application through the WVDE Grants and Planning System (GPS) platform. This will allow the WVDE to monitor for the allowability of proposed grant activities and compliance with equitable services allocation rules (ESSER I only). In addition, LEAs will upload documents related to federal requirements for pre-approval of construction projects and the WVDE will document pre-approval within GPS.
2. The WVDE E-grants system and financial drawdown system provides detailed expenditure information to monitor the allowability of expenditures and the extent to which LEAs spent funding as they proposed within their applications.
3. The WVDE's financial system, used by all LEAs, also provides the mechanism for LEAs to request, and the WVDE to approve, line-item transfers throughout the grant period.
4. The WVDE monitors the provision of equitable services to non-public schools by reviewing equitable services allocation processes through the ESSERF Application in GPS and collects Meaningful Consultation documentation through uploads in the system. The WVDE Ombudsman receives concerns from private schools related to equitable services and works with both parties to resolve concerns and assure that equitable services are provided in a timely and effective manner.
5. The WVDE will monitor LEA fund balances for this program quarterly to identify LEAs that are lagging in use of funding to assure that all funds are spend in a timely manner.
6. The WVDE will monitor LEA internal controls through the cyclical ESEA Consolidated Monitoring process as the Uniform Grant Guidance requirements are the same.
7. The WVDE will monitor program progress through annual review of LEA strategic plans, the ESEA Accountability system and various program progress reports for specific interventions supported through WVDE TACs.

## Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

**Table 1**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

School counts below were collected for each week within the second 9-week grading period of the 2020-2021 school year, extending from November 9, 2020 through January 11, 2021. All schools in the state represented in the counts made full-time virtual instruction available to all students. Regardless of remote, blended/hybrid, or in-person instructional mode, all schools offered all students a full-time virtual learning option. The estimated percent of students at each school opting for full-time virtual learning ranged from:

Elementary Instructional Level	0.0% to 85.5%
Middle Instructional Level	0.0% to 64.9%
Secondary Instructional Level	0.0% to 65.5%

School counts of “remote or online only” in Table 1.a. reflect the number of schools for which only remote learning was documented for each week of the nine-week period. Students in these schools otherwise would have received in-person instruction one or more days per week when school facilities were open. All other schools were operating on various combinations of blended/hybrid and in-person instructional models.

Table 1.a.

All Instructional Levels				
	All schools	Offered to all students	Offered to some students	Not offered
Remote	52	52	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	625	625	0	0
School buildings open with full-time in-person instruction	0	0	0	0
Elementary Instructional Level				
	All schools	Offered to all students	Offered to some students	Not offered
Remote	32	32	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	305	305	0	0
School buildings open with full-time in-person instruction	0	0	0	0
Middle Instructional Level				

	All schools	Offered to all students	Offered to some students	Not offered
Remote	13	13	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	140	140	0	0
School buildings open with full-time in-person instruction	0	0	0	0
Secondary Instructional Levels (Includes Career Technical Centers)				
	All schools	Offered to all students	Offered to some students	Not offered
Remote	9	9	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	142	142	0	0
School buildings open with full-time in-person instruction	0	0	0	0

To illustrate the fluid nature of school operations in response to COVID-19, a more recent snapshot (i.e. as of April 9, 2021) instructional mode by school grade level is provided Table 1.b. As with Table 1.a., all schools in the state at the time of this snapshot made full-time virtual instruction available to all students. The significant increase in school buildings open with full-time in-person instruction at the time of this snapshot is due to the January 13, 2021, directive by the West Virginia Board of Education requiring the return to in-person instruction for PreK-12 schools. Waivers were granted to 16 LEAs to provide 4-day in-person instructional weeks; reserving the fifth day for teachers to focus on students choosing remote instruction. The other 39 LEAs have been providing 5-day in-person instruction since February 2021.

Table 1.b.

All Instructional Levels				
	All schools	Offered to all students	Offered to some students	Not offered
Remote	0	0	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	143	143		
School buildings open with full-time in-person instruction	534	534		
Elementary and Middle Instructional Levels				
	All schools	Offered to all students	Offered to some students	Not offered
Remote	0	0	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	106	106	0	0
School buildings open with full-time in-person instruction	420	420	0	0

Secondary Instructional Levels (Includes Career Technical Centers)				
	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	0	0	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	37	37	0	0
School buildings open with full-time in-person instruction	114	114	0	0

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

**Table 2**

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

*Add or change rows as needed*

Number of students	Total enrollment	Virtual/online only†	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	132,081	22,080	19,104	90,897
White, not Hispanic	223,600	34,297	33,548	155,755
Black or African American, not Hispanic	10,302	1,780	509	8,013
Hispanic, of any race	5,087	720	262	4,105
Asian, not Hispanic	1,588	436	68	1,084
American Indian or Alaskan Native, not Hispanic	201	38	11	152
Native Hawaiian or Pacific Islander, not Hispanic	111	29	3	79
Two or more races, not Hispanic	9,705	1,459	634	7,612
Race/Ethnicity information not available	0	0	0	0
English learners	1,752	220	75	1,457
Children with disabilities	46,890	6,296	6,377	34,217
Students experiencing homelessness	8,842	1,251	2,255	5,336
Children and youth in foster care **	NA	NA	NA	NA
Migratory students	0	0	0	0

† As noted above, all schools in West Virginia made full-time virtual instruction available to all students during the most recent time period for which information is available. The information in Table 2 reflects estimates of student counts receiving full-time virtual/online

instruction for the time period. All other students were on various combinations of blended/hybrid and in-person instructional models.

\*\* Information about children and youth in foster care is collected and certified by WV Department of Health and Human Resources at the end of the school year.

## **Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)**

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.



## Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
  - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
  - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

## Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special

needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it

intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## **Section 427 of GEPA**

The West Virginia Department of Education (WVDE) adheres to Section 427 of the General Education Provisions Act (GEPA) and will ensure, to the fullest extent possible, equitable access to, participation in, and appropriate educational opportunities for all individuals served by the programs included in its Consolidated Plan for Elementary and Secondary Education. Federally funded activities, programs, and services provided through the programs included in this plan will be accessible to all teachers, students, and program beneficiaries regardless of their gender, race, color, national origin, religion, age, or disability.

The WVDE will fully enforce all federal and state regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation in all state level activities supported by federal assistance associated with this Consolidated Plan. The WVDE will hold LEAs accountable for assuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members, and other participants.

Steps taken to ensure equitable access may include, but not be limited to:

- The WVDE provides reasonable accommodations for student state assessments based on disability and native language.
- The WVDE assures that all state communications, including print and electronic media, are compliant with applicable ADA requirements.
- The WVDE adheres to the requirement that schools provide a free appropriate public education (FAPE) to all school aged children who are individuals with disabilities as defined by section 504 and IDEA or who are English learners.
- The WVDE considers cultural relevance and the ability of the intended audience to meaningfully understand information when it develops, acquires, approves and/or disseminates instructional materials; reasonable efforts are taken to overcome any barriers.
- The WVDE includes school culture and climate, as well as student health and safety issues in its statewide strategic plans and LEA strategic planning guidance.
- The WVDE has developed, adopted or identified a variety of strategies, activities, programs and evidence based practices that are made available to LEAs and schools for adoption. The WVDE provides professional development, coaching and technical assistance to LEAs and schools to assist them in implementation of these practices with fidelity.
- The WVDE implements an electronic grants management system that includes a requirement for each LEA to provide assurances that they do not discriminate against any person on the basis of gender, race, color, national origin, religion, age or disability.
- The WVDE enforces these requirements through supportive training and technical assistance as well as monitoring and complaint resolution.

## Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.