

Executive Summary of the Targeted Extended School Year Grant Program

**TO THE GOVERNOR AND
THE CHAIRMEN OF THE SENATE FINANCE AND
HOUSE APPROPRIATIONS COMMITTEES**

**OFFICE OF STEM AND INNOVATION
DEPARTMENT OF LEARNING AND INNOVATION**

NOVEMBER 1, 2020



COMMONWEALTH of VIRGINIA

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November 1, 2020

The Honorable Luke E. Torian, Chair
House Appropriations Committee
4222 Fortuna Plaza, Suite 659
Dumfries, Virginia 22025

The Honorable Roslyn C. Tyler, Chair
House Education Committee
25359 Blue Star Highway
Jarratt, Virginia 23867

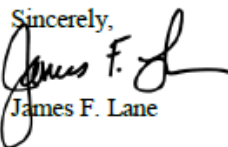
The Honorable Janet D. Howell, Chair
Senate Finance Committee
P. O. Box 2608
Reston, Virginia 20195

The Honorable L. Louise Lucas, Chair
Senate Education and Health Committee
P. O. Box 700
Portsmouth, Virginia 23705

Dear Delegates Torian and Tyler and Senators Howell and Lucas:

I am pleased to submit the Targeted Extended School Year grant program annual progress reports from the participating school divisions and an executive summary of the program's overall status and levels of measured success pursuant to Item 144 of Chapter 1289, 2020 Acts of Assembly.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact Mark Saunders, Coordinator of Technology, at 804-786-0307, or by email at mark.saunders@doe.virginia.gov.

Sincerely,

James F. Lane

JFL/MB/ce

Enclosure

c: The Honorable Ralph S. Northam
The Honorable Atif Qarni
Virginia Board of Education

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Overview of the Grant Program

This Executive Summary includes the activity of the Targeted Extended School Year Payments grant program for fiscal year 2020. Since the General Assembly began appropriating and authorizing grants to extend the school year in FY2014, the Virginia Department of Education has administered the voluntary grant application and award process. In the eight years of dedicated appropriations for this grant, 35 different school divisions have received awards to conduct planning and/or start-up activities.

To encourage applications for the FY2020 grant program, the Virginia Department of Education (VDOE) promoted the availability of \$7,150,000 in start-up funds and \$613,312 in planning funds included in the FY2020 Appropriation Act. The FY2019 grant cycle produced the largest number of grant-funded start-up and planning awards.

Using the guidelines established by the 2019 Appropriation Act Item 135 N (Appendix A), the VDOE awarded start-up grants totaling \$7,515,274 to 42 schools in 8 school divisions—Carroll, Charlottesville, Chesterfield, Hampton, Hopewell, Newport News, Petersburg, and Winchester. These schools and prior year grant recipients implemented programs which served 10,276 students in some capacity during fiscal year 2020. Four school divisions applied for and received \$248,038 in planning grant funds—Charlottesville, Grayson, Salem, and Waynesboro.

Grant Requirements

Grant opportunities were shared with all Virginia school divisions in Superintendent's Memo #115-19 (Appendix B). In addition, a dedicated webpage on the VDOE website offered grant information, applications, and instructions. The VDOE Department of Learning and Innovation provided technical support and coordinated the grant application process.

To be eligible to receive a grant, interested divisions or schools had to complete an application package and a detailed budget. Budgets were required to be used directly for program implementation and operation. Applications included narrative responses on the following elements of the proposed program:

1. The purpose, title, and description of the program, including goals and objectives and anticipated outcomes based upon the start-up work completed;
2. The names and roles of any other organizations or school divisions involved in the program and other relevant information;
3. Information on the necessity of opening prior to Labor Day, (if applicable) including opening and closing dates as well as a copy of the school calendar and duration of the waiver that would meet the "good cause" requirements of § [22.1-79.1.B.3](#), *Code of Virginia*, related to year-round schools;
4. Logistics for transportation and other support services affected by a year-round or extended year program;
5. Estimated student enrollment, including projected demographic information and the community served, and grades to be served;
6. A description of proposed community engagement and partnership activities to build support for the program and ensure sustainability;
7. Evaluation procedures, including mechanisms for measuring goals and objectives demonstrating student achievement goals; and
8. A timeline and description of the initiatives and tasks involved in the start-up process.

Reporting Requirements

Year-Round or Extended School Year Programs which operated during FY2020 were required to report their progress on a number of factors needed to ensure the viability and success of a program, including staffing, transportation, and support services; steps to solicit and secure participation and support from a variety of stakeholders; and efforts to identify challenges to success and implement improvements as programs progressed. In addition, the grantees assessed the impact of their programs based upon their original goals. These factors and outcomes are highlighted in the narrative sections of the division annual reports included within this document.

The Department of Education provided parameters for grant recipients' year-end reports, which included:

1. Executive Summary: goals, objectives, strategies utilized, and results (effect and impact);
2. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;
3. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;
4. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development; and
5. Data on the impact of the program. (Divisions were required to report on the metric, *Student Achievement*, optionally, *two additional metrics* may be reported on. In the case of Year-Round School programs, *Chronic Absenteeism* was also a required metric.)

a. Student Achievement Metric

The school divisions provided a description of the instrument(s) used to assess the program's impact on *student achievement* based upon the goals and objectives identified in their applications. (Suggested assessment instruments included: Phonological Awareness Literacy Screening (PALS, including PALS-PreK) and the Developmental Reading Assessment.

b. Additional Metric #1 (optional)

The school divisions provided descriptions of an additional metric and instrument(s) used to assess the program's impact based upon the goals and objectives identified in their applications.

c. Additional Metric #2 (optional)

The school divisions provided descriptions of an additional metric and instrument(s) used to assess the program's impact based upon the goals and objectives identified in their applications.

Highlighted Division Programs

Grant recipients take a different approach to the design and implementation of programs extending the school year or offering year-round instruction. Many target their offerings to students identified as having, or being at risk of, lower academic performance. However, others also make programs open to all interested students.

Most programs offer a balance of enrichment and remediation. Some offer intercessions during typical school vacation times, while others extended time for learning in nontraditional time periods, such as evenings or weekends.

Grant recipients were able to start the implementation of their programs, but due to the state-mandated closure of school facilities in March of 2020 in response to the COVID-19 pandemic, were unable to complete their programs. The majority of post-program assessments of student performance on program metrics, conducted during the springtime of the school year, were not conducted prior to the closure of school facilities. However, three programs did conduct limited post-program assessments on program metrics.

Within this executive summary, the three programs that were able to conduct post-program assessments during the fall of 2019 or prior to the closure of school facilities are highlighted. The annual final progress reports of the highlighted programs and the other grant programs are available after the conclusion to this executive summary.

School Division: Hampton City Public Schools

- **Number of Participating Schools:**
 - Bethel High School
 - Hampton High School
 - Kecoughtan High School
 - Phoebus High School
- **Number of Participating Students:** 1,640
- **Program Type:** Extended School Year
- **Program Description**

Hampton City implemented extended enrichment learning programs to ninth- and tenth-grade students in each of its four high schools to complement the goals and objectives of the Academies of Hampton and the Profile of a Hampton Graduate. Programs served a greater representation of Black, economically disadvantaged, and female students, and were designed to develop 21st century skills through opportunities to explore and solve authentic, real-world issues.

- **Highlights**

Hampton City offered extended school year programs to more than 1,600 ninth- and tenth-grade students aligned with the Academies of Hampton and the Profile of a Hampton Graduate.

Participating students were more likely than their peers to be promoted to the next grade.

Hampton City will expand the program until high school students in every grade are served. The division has committed to absorbing some program costs, and Hampton will also receive state funds for the 2020-2021 school year.

- **Impact of Program**

In total, more than 1,600 students participated in the division’s extended year programs, including a pilot internship program, a pilot summer institute, an integrated career and academic project-based learning experience, a summer bridge program, a career exploration event, and college and career site visits.

Participating students were more likely to be promoted to the next grade (4-point difference) compared to their nonparticipating peers (13-point difference).

- **Sustainability**

Hampton City garnered significant support for the extended year programs from high school families and teachers, local city government, postsecondary leaders, and the business community. Hampton City will continue expansion of the programming until activities are offered at each grade level in all four high schools. The division committed to absorbing administrative support costs for the program and continues to evaluate the structure and staffing of program activities for efficiency and effectiveness.

Assessment Instrument Used/Data Source	Description
School Division Academic Records	Student academic and related data maintained within the division-level student information system.

Assessment/Data Source	Pretest Data	Posttest Data
Percentage of students promoted to the next grade level	(Promotion Rate – nonprogram students) 89%	(Promotion Rate – program students) 93%

School Division: Henrico County Public Schools

- **Number of Participating Schools: 6**
 - Baker Elementary School
 - Brookland Middle School
 - Fairfield Middle School
 - L. Douglas Wilder Middle School
 - Rolfe Middle School
 - Varina High School

- **Number of Participating Students: 346**

- **Type of Program: Extended School Year**

- **Program Description**

Henrico County Public Schools operated four programs in six schools. The Baker Elementary, Rolfe Middle, and Varina High Schools. The (BRV) Student Prep Program was offered at three schools within the same enrollment zone. Each school has high populations of students at risk for lower academic achievement.

The BRV program was designed to help students successfully transition to each successive school level and beyond through school year remediation combined with an extended summer session. Students at Rolfe benefitted from six weeks of summer instruction, whereas Varina students gained instruction through online modules and a two-day instructional “Boot Camp” held on campus.

The other three Henrico programs each occurred at a division middle school. Each featured extended learning opportunities during the school year, as well as the addition of instruction during the summer months. Through high interest field experiences, connections between learning and the community were created.

Brookland Middle School students benefit from small group instruction in mathematics, reading, writing, study skills, and related field experiences. The Elko Middle School program is designed to increase students’ reading and math achievement through the provision of additional instructional support and remediation, enrichment, and other engaging activities. The College Readiness Center at Wilder Middle School has a school year extended to include summer instruction and enrichment focused on English, mathematics, and science.

- **Highlights**

During the 2019-2020 school year, the Baker Elementary School part of the BRV program operated from December 11 through March 18. The academic program met 12 times during the school year for a total of 24 additional hours of instruction. In March, the program ended abruptly due to the state-mandated closure of school facilities in response to the COVID-19 pandemic. The Rolfe Middle School part of the BRV program operated each day (September-March) during advisory blocks from 9:59-10:29 a.m. The program utilized the advisory blocks to focus on curriculum weaknesses, STEAM, college/career readiness, goal setting, organization skills, quarterly grade checks, testing strategies and targeted literacy by providing relatable text. The Varina High School part of the BRV program, known as The College Success Seminar Program, held 60 days of instruction from September 4, 2019 to March 12, 2020. College Success Seminar courses met for approximately 90 hours. Students in grades nine and ten were enrolled in Principles of Leadership and met in one classroom. The content areas of Health/PE, English, Math, History, Science (Horticulture and Agriculture), Communication/Public Speaking, and Economics are addressed.

The 2019-2020 school year was year number four for the Brookland Middle School Cub Institute extended school year program. The limited time available for the students enrolled in the program provided some opportunities for improvement. In an effort to increase the percentage of students enrolled in advanced level coursework, program coordinators worked with teachers to identify Cub Institute students who have the ability but are not currently on the accelerated English track.

Students in grades six through eight were identified for the Elko Middle School program to improve their reading and math achievement. Students identified for math and reading support were initially targeted due to their spring 2019 reading assessment scores and/or SOL performance. Students were double blocked in math and reading. Targeted assistance was provided to improve student performance during the last 30 minutes of the double block, at least two days a week. Starting from December of 2019 to March 10, 2020, math students received afterschool support and tutoring on Tuesdays and Thursdays.

In support of their challenging academic endeavors, the students at Wilder Middle School received classroom tutoring in English (4 hours per day, 5 days a week), math (4 hours per day, 5 days a week), and science (4.25 hours on a block schedule). The tutors assisted in class with station learning small-groups concentrating on students that needed additional support through a focus on remediation and practice in areas of weakness. This in-class tutoring allowed teachers and tutors to work harmoniously to address student needs as they were encountered.

- **Impact of Program**

Out of the multiple student achievement metrics that the division had set for the programs at the six schools, two metrics could be measured based on grade level assignment at the start of the 2019-2020 school year and courses taken during the 2019-2020 school year. The metric of “100% of program students will be promoted” was measured at Baker Elementary School based on students’ grade level designation at the start of the 2019-2020 school year compared to the prior school year. The metric was satisfied. The metric of “80% of program secondary students will enroll in at least one advanced level course by 8th grade” was measured at the middle schools based on course enrollments during the 2019-2020 school year. The metric was satisfied at three of the five middle schools. The division has indicated they will evaluate and determine what changes are needed to satisfy the metric at all of the middle schools.

- **Sustainability**

Efforts to sustain the BRV programs include increasing the level of parental support and continued partnerships with other division schools, collaboration with Madame Tussaud’s museums, and the various universities visited. Parents were invited into the building to read with our students for thirty minutes in support of our Reaching Readers program. Books used for the program were loaned to us by the English Department. The Brookland, Elko, and Wilder middle schools program staff have utilized a “Train-the-Trainer” model to share instructional strategies with building staff to the benefit of all students.

Assessment Instrument Used/Data Source	Description
School Division Academic Records	Student academic and related data maintained within the division-level student information system.
School Division Course Enrollment Data	Student course enrollment and related data maintained within the division-level student information system.

Assessment	Pretest Data	Posttest Data
Percentage of program students promoted to the next grade level	100% (Baker Elementary School - Black and Economically Disadvantaged students)	100% (Baker Elementary School - Black and Economically Disadvantaged students)
Percentage of program students enrolled in at least	50% (Rolfe Middle School – Black students)	69% (Rolfe Middle School – Black students)

Assessment	Pretest Data	Posttest Data
one advanced level course by 8th grade	31% (Rolfe Middle School – Economically Disadvantaged students)	50% (Rolfe Middle School – Economically Disadvantaged students)
Percentage of program students enrolled in at least one advanced level course by 8th grade	100% (Varina High School – Black and Economically Disadvantaged students)	100% (Varina High School – Black and Economically Disadvantaged students)
Percentage of program students enrolled in at least one advanced level course by 8th grade	36% (Brookland Middle School – Black students) 27% (Brookland Middle School - Economically Disadvantaged students)	46% (Brookland Middle School – Black students) 46% (Brookland Middle School - Economically Disadvantaged students)
Percentage of program students enrolled in at least one advanced level course by 8th grade	100% (Elko Middle School – Black and Economically Disadvantaged students)	100% (Elko Middle School – Black and Economically Disadvantaged students)
Percentage of program students enrolled in at least one advanced level course by 8th grade	100% (Wilder Middle School – Black and Economically Disadvantaged students)	100% (Wilder Middle School – Black and Economically Disadvantaged students)

School Division: Winchester City Public Schools

- **Number of Participating Schools: 2**
 - Daniel Morgan Middle School
 - John Handley High School
- **Number of Participating Students: 85**
- **Type of Program: Extended School Year**

- **Program Description**

Winchester City Public Schools' extended school year program provided students in grades eight and nine academic and aspirational enrichment and support during an extended year summer program. The **ASPIRE: Accelerated Summer Program to Increase Readiness and Engagement** seeks to ensure students in grade eight are academically prepared for high school and students in grade nine, who had difficulty navigating the academic rigor in high school, have the opportunity to start fresh in tenth grade.

- **Highlights**

The ASPIRE program did not operate during summer 2020 due to the COVID-19 pandemic and state ordered closures. However, the ASPIRE Coordinator created a series of staff newsletters to keep staff updated, involved, and inspired. The ASPIRE team continued planning activities to relaunch the program during the summer of 2021. Presentations were conducted for teachers to continue recruitment for participation in the program. The Division leadership team worked with the ASPIRE Coordinator to plan professional development for teachers on project-based learning, computational thinking, and working with underrepresented students.

- **Impact of Program**

The Division had set a student achievement metric that *“at least 90 percent of students participating in the summer program would pass at least 7 of their 8 classes in the academic year following the extended-year summer program.”* Although the Division did not offer the ASPIRE program during the summer of 2020, they looked back to the students participating in the summer of 2019 program and concluded that only 62 percent of students who participated in the summer of 2019 then took courses during the fall semester of the 2019-2020 school year and passed seven of eight of their classes. The Division was aware of the data prior to the submission of their FY 2020 annual report and had made changes in advance of the summer 2020 program to address achieving the student achievement metric.

- **Sustainability**

In preparation for the summer of 2021 implementation of the program, the Division has collaborated with the Regional Winchester Airport to provide students with exposure to an aviation workplace and access to aviation personnel as part of an aviation career exploration opportunity. The Division is also developing an emergency contact list and deciding on alternative discipline practices for possible use during the summer of 2021 implementation of the program with the goal of helping students adhere to community expectations with minimal time away from an instructional setting.

Assessment Instrument Used/Data Source	Description
School Division Academic Records	A review of Division data that provides the number of course credits attempted and earned by students during a school year.

Assessment	Pretest Data	Posttest Data
Course credits earned for at least 7 of 8 classes.	50% of program students	62% of program students

Conclusion

Flexibility is an important component of this grant, both in allowing schools to adapt their extended school year or year-round school programs to local needs and in identifying the appropriate metrics with which to measure program success. VDOE allowed grant recipients to select and report measures of program impact with two requirements: (1) they have at least one measure of student achievement; and (2) they collect measures before and after program implementation so changes in participating students are compared over time.

Due to the state-mandated closure of school facilities in March of 2020 in response to the COVID-19 pandemic, with the exception of three grant recipients who reported very limited student achievement data, the majority of grant recipients requested the carryover of FY 2020 grant funds into FY 2021 in order to fully implement, assess, evaluate, and revise their programs

All program administrators are asked to fully assess and address program performance metrics that indicate the need for program improvement, with a continuing commitment to finding new ways to engage students in their learning with the intent of improving academic achievement.

Carroll County Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MARK SAUNDERS BY EMAIL AT MARK.SAUNDERS@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2020**.

THIS REPORT MUST BE SUBMITTED AS A SINGLE WORD DOCUMENT (MULTIPLE FILES WILL NOT BE ACCEPTED), AND MUST NOT CONTAIN HEADERS OR FOOTERS OR PAGE NUMBERS.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used: FY20

Names and Addresses

1. Carroll County Public Schools, 605-9 Pine Street, Hillsville, VA 24343
2. Carroll County High School, 100 Cavs Lane, Hillsville, VA 24343
3. Carroll County Middle School, 1036 N. Main Street, Hillsville, VA 24343
4. Fancy Gap Elementary School, 63 Winding Ridge Road, Fancy Gap, VA 24328
5. Gladesboro Elementary School, 7845 Snake Creek Road, Hillsville, VA 24343
6. Gladeville Elementary School, 3117 Glendale Road, Galax, VA 24333
7. Hillsville Elementary School, 90 Patriot Lane, Hillsville, VA 24343
8. Laurel Elementary School, 26 Pleasant View Road, Austinville, VA 24312
9. Oakland Elementary School, 4930 Pipers Gap Road, Galax, VA 24333
10. Regional Alternative Education Center, 205 Oak Street, Hillsville, VA 24343
11. St. Paul School, 231 Flower Gap Rd, Cana, VA 24317

Grant Coordinator Contact information

Jennifer Martin
26 Pleasant View Road, Austinville, VA 24312
276-733-4546

Type of program:

Extended School Year

Executive Summary

Overall goal for the program: Carroll County Public schools will provide educational experiences to all students with a focus on remediation in academic areas that will prepare all students, but specifically our economically disadvantaged, ELL and hispanic students through intercession, summer session and night school to engage in 21st century skills and become successful citizens.

Objective 1: There will be a 5% increase in the academic achievement of our economically disadvantaged, ELL and hispanic populations by the end of June 2020 that will be facilitated by targeted remediation, and alternatives to suspension provided during intercession, summer session and night school.

Strategies: 1) Provide night school in lieu of suspension to students at Carroll County High School-as a form of absence recovery and remediation for students with chronic absenteeism and/or students who need academic remediation 2) Offer summer camp for K-8 students with an emphasis on reading and math remediation, problem-based learning and ESL services. Summer services are targeted and focus on areas of student need based on data and teacher input. 3) Provide remediation and enrichment during intercession and summer camp with enhanced focus on ECD, Hispanic, and ELL students.

Metric to be used for evaluation and reporting of Objective 1: Academic achievement records of ECD, ELL and Hispanic student populations.

Assessment instrument to be used for evaluation and reporting of Objective 1: SOL test data and local assessment data such as PALS, Comprehensive Instructional Program (CIP) benchmarks, and iReady diagnostic results

Objective 2: To provide a framework for successful learning throughout the 2019-2020 school year, ELL, Hispanic and ECD student populations along with their peers will participate in lessons during intercession and summer session that emphasize 21st century learning skills, specifically the 5 C's : communication, collaboration, citizenship, critical thinking and creativity. Strategies: Intercession and summer session lessons will stress at least one of the 5 C's to provide students opportunities to develop the foundational skills that will help them reason, think creatively, analyze data and work collaboratively in the future.

Metric to be used for evaluation and reporting of Objective 2: Presence of strategies stressing at least one the 5C's in session proposals and/or lesson plans for intercession, and summer session courses.

Assessment instrument to be used for evaluation and reporting of Objective 2: Intercession, and summer session proposals and/or lesson plans.

Logistical Description of the Project:

Content Areas Addressed:

Reading and math remediation, enrichment, and blended learning

Length of Program:

Intercession occurred for 3 days during the fall of 2019 and was not held in the spring of 2020 as planned due to Covid-19. Summer camp met for 10 days during the month of July; Night school met 2 days a week from September 18, 2019 to January 2, 2020 for a total of 72 hours.

Dates of Program:

October 7th -9th, 2019 & April 6th-8th 2020 (cancelled due to Covid-19) ; Summer Camp-- July 6th-17th 2020; Night School—September 2019-January 2020

Students Served:

Carroll County Public Schools has a total enrollment of 3,717 students. Of that total, 16.7 % are students with disabilities, 40.9% are economically disadvantaged and 5% are English Language Learners. Our intercession program, night school and summer sessions are open to all of our students with a special emphasis on SWD, economically disadvantaged and ELL.

Time of Day:

8:30-3:15 (October and April); Summer Camp—8:30-1:30 (July). Night School—3:30-6:30 (September-January).

Description of Teachers', Parents', and the Community's involvement

During this and our previous years of running the extended calendar, our schools collaborated with many community organizations. All students in grades K-12 participated in remediation and enrichment during intercession and summer camp. Highly qualified school staff provided the math and reading remediation, while our community partners provided many of the enrichment opportunities. A few of the partnerships our county developed during each year of implementation of the program are 4-H, Blue Ridge Crossroads Governor's Academy for Technical Education, Carroll Wellness Center, Chestnut Creek School of the Arts, Vanguard Furniture, Virginia Department of Forestry, and the Twin County Airport. These community organizations provided our students with resources, personnel, and the use of facilities to enhance the learning opportunities of all Carroll County students.

Description of the Barriers and Aides to the Program's Implementation

The outpouring of support by our community has been very helpful in the implementation of our intercession program. Many local businesses and service providers were very much involved in creating opportunities for our students to learn. They assisted by being willing to teach sessions, opening their businesses for trips, and providing real world experiences for our students.

Our School Board approved supplements for coordinators, provided funding for transportation including drivers, provided space and professional development for all staff.

The barrier that impacted the implementation of our extended school year program the most was Covid-19. Due to school closures related to Covid-19 we were unable to have our spring Intercession, our night-school program was cut short and participation in our summer session was greatly reduced to meet the CDC guidelines for in person instruction. Since we were also unable to give end-of-year assessments, we did not have the data to reflect student growth for the 2019-2020 school year.

Data

Objective 1: There will be a 5% increase in the academic achievement of our economically disadvantaged, ELL and hispanic populations by the end of June 2020 that will be facilitated by targeted remediation, and alternatives to suspension provided during intercession, summer session and night school.

Student Achievement Metric

Metric to be used for evaluation and reporting of Objective 1: Academic achievement records of ECD, ELL and Hispanic student populations.

Assessment instrument to be used for evaluation and reporting of Objective 1: SOL test data and local assessment data such as PALS, Comprehensive Instructional Program (CIP) benchmarks, and iReady diagnostic results

Results: Because of school closures due to the COVID-19 pandemic, we did not administer any end-of-year assessments. Since we did not give these tests, we have no data to report pertaining to student growth.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

We have no data to report due to school closures before the administration of end of year assessments.

b. Additional Metric #1 (optional)

Objective 2: To provide a framework for successful learning throughout the 2019-2020 school year, ELL, Hispanic and ECD student populations along with their peers will participate in lessons during intercession and summer session that emphasize 21st century learning skills, specifically the 5 C's : communication, collaboration, citizenship, critical thinking and creativity. Metric to be used for evaluation and reporting of Objective 2: Presence of strategies stressing at least one the 5C's in session proposals and/or lesson plans for intercession, and summer session courses.

Results: All intercession lesson plan proposals included strategies that emphasize 21st century learning skills and included the incorporation of one or more of the 5 C's: communication, collaboration, citizenship, critical thinking and creativity.

Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

We will continue to apply for the ESY Grant in hopes of fully funding our model here in Carroll County. Without full funding, our program would be much more limited in scope and we would be forced to cut our enrichment activities. We will use the limited funding we have received to continue to provide remedial activities and night school to the best of our ability.

Expense Report

Expense Report for Start-up Grant for Development of Extended School Year Program FY20				
Start-up Years 1-3: 20% Local Match (see exception above)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals	Project Role		State	Local
Total Salaries and Wages 1000			\$0	\$0
Employee Benefits 2000- Please list the amount of employee benefits charged to the project.			Source of Funds	
			State	Local
Total Employee Benefits 2000			\$0	\$0
Contractual Services 3000 - Include wages and contract or consultant costs in this section.			Source of Funds	
			State	Local
Total Purchased Contractual Services 3000			\$0	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.			Source of Funds	
			State	Local

Total Internal Services 4000	\$0	\$0
Other 5000 - Other services. Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, and other.		
	State	Local
Total Travel 5000	\$0	\$0
Materials and Supplies 6000 - Materials and Supplies. Supplies, materials, and services directly consumed in the course of the project may be budgeted. This category includes office supplies; educational materials; books and audiovisual materials; computer equipment, and technology software or on-line content.		
Description (please provide detailed cost calculations)	State	Local
Total Materials and Supplies 6000	\$0	\$0
	State	Local
Total Project Budget	\$0	\$0

CARROLL COUNTY PUBLIC SCHOOLS
 FUNC-OBJ---- EXPENDITURES SUMMARY REPORT
 for Fiscal Year 2020 (2019-2020 FISCAL YEAR)
 Posted Only Figures
 Executed By: tammyq

Page: 1
 Date: 08/31/20
 Time: 09:10:23

Code	Description	Appropriations	Outstanding Encumbrances	Expenditures For	JUNE	Expenditures Year-to-Date	Available Balance	Percent Used

FUNC 61100 CLASSROOM INSTRUCTION								
1120	Inst. Salaries & Wages	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 3,436.65	\$ 3,436.65	100.00
1150	Cler. Salaries & Wages	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 123.48	\$ 123.48	100.00
1620	Supplmtl. Sal. & Wages	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 23,000.00	\$ 23,000.00	100.00
2100	FICA Benefits	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,031.78	\$ 2,031.78	100.00
2600	Unemployment Insurance	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 1.39	\$ 1.39	100.00
3000	Purchased Services	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 6,027.30	\$ 6,027.30	100.00
6000	Material and Supplies	\$ 0.00	\$ 0.00	\$ 494.75	\$ 494.75	\$ 88,193.14	\$ 88,193.14	100.00

61100	CLASSROOM INSTRUCTION	\$ 0.00	\$ 0.00	\$ 494.75	\$ 494.75	\$ 122,813.74	\$ 122,813.74	100.00

FUNC 63200 VEHICLE OPERATION SERVICES								
1170	Operative Sal. & Wages	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,671.45	\$ 2,671.45	100.00
2100	FICA Benefits	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 204.36	\$ 204.36	100.00
2600	Unemployment Insurance	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.67	\$ 0.67	100.00

63200	VEHICLE OPERATION SERVICES	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,876.48	\$ 2,876.48	100.00
=====								
GRAND TOTAL		\$ 0.00	\$ 0.00	\$ 494.75	\$ 494.75	\$ 125,690.22	\$ 125,690.22	100.00

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Fiscal Year: 2020													
239 Extended Calendar Grant													
1	-239-223-100-61100-6000	EXTENDED CALENDAR GRANT											
VENDOR: FANCY GAP ELEM (FANCY GAP ELEMENTARY SCHOOL)													
1	No	No	No	MAY	INTERCESSION	Yes	05/11/2020	Yes	87388	05/12/2020	\$ 5,697.51	1 -101	
2	No	No	No	NOVEMBER	INTERCESSION	Yes	11/13/2019	Yes	86051	11/12/2019	\$ 2,833.01	1 -101	

Total for 1 -239-223-100-61100-6000											\$	8,530.52	
1	-239-224-100-61100-6000	EXTENDED CALENDAR GRANT											
VENDOR: AMAZON.COM (AMAZON.COM)													
1	Yes	0244	No	No	OCTOBER	773787785835	Yes	10/14/2019	Yes	85765	10/15/2019	\$ 123.51	1 -101
VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
9	No	No	No	NOVEMBER	INTERCESS FUEL	Yes	11/13/2019	Yes	86032	11/12/2019	\$ 44.56	1 -101	
VENDOR: G'BORO ELEM (GLADESBORO ELEMENTARY SCHOOL)													
1	No	No	No	DECEMBER	INTERCESS REIM	Yes	12/09/2019	Yes	86261	12/10/2019	\$ 378.99	1 -101	
1	No	No	No	APRIL	INTERCESSION	Yes	04/10/2020	Yes	87226	04/14/2020	\$ 1,666.36	1 -101	
2	No	No	No	NOVEMBER	INTERCESSION	Yes	11/13/2019	Yes	86057	11/12/2019	\$ 1,191.12	1 -101	

Total for 1 -239-224-100-61100-6000											\$	3,404.54	

1 -239-225-100-61100-6000 EXTENDED CALENDAR GRANT

VENDOR: G'VILLE ELEM (GLADEVILLE ELEMENTARY SCHOOL)													
1	No	No	No	MAY	INTERCESSION	Yes	05/11/2020	Yes	87394	05/12/2020	\$	3,339.55	1 -101
3	No	No	No	DECEMBER	INTERCESSION	Yes	12/09/2019	Yes	86262	12/10/2019	\$	3,598.26	1 -101

Total for 1 -239-225-100-61100-6000											\$	6,937.81	

1 -239-226-100-61100-6000 EXTENDED CALENDAR GRANT

VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
10	No	No	No	NOVEMBER	INTERCESS FUEL	Yes	11/13/2019	Yes	86032	11/12/2019	\$	123.85	1 -101
VENDOR: H'VILLE ELEM (HILLSVILLE ELEMENTARY SCHOOL)													
1	No	No	No	MAY	INTERCESSION	Yes	05/11/2020	Yes	87401	05/12/2020	\$	4,014.99	1 -101
3	No	No	No	NOVEMBER	INTERCESSION	Yes	11/13/2019	Yes	86069	11/12/2019	\$	2,099.28	1 -101
4	No	No	No	DECEMBER	INTERCESSION	Yes	12/09/2019	Yes	86274	12/10/2019	\$	3,516.09	1 -101

Total for 1 -239-226-100-61100-6000											\$	9,754.21	

1 -239-229-100-61100-3000 EXTENDED SCHOOL YEAR

VENDOR: ALANA SEXTON (ALANA SWIGER)													
1	No	No	No	NOVEMBER	INTERCESTRAVEL	Yes	11/13/2019	Yes	85999	11/12/2019	\$	42.42	1 -101
VENDOR: BANK CARD CENTE (BUSINESS CARD)													
1	No	No	No	MARCH	VAENGINEER LODG	Yes	03/11/2020	Yes	86981	03/12/2020	\$	664.88	1 -101
VENDOR: VA CHILDREN ENGINEERING COUNCI (VIRGINIA CHILDREN'S ENGINEERING COUNCIL)													
1	Yes	0451	No	No	FEBRUARY 2019-161	Yes	02/10/2020	Yes	86902	02/11/2020	\$	920.00	1 -101

Total for 1 -239-229-100-61100-3000											\$	1,627.30	

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1 -239-229-100-61100-6000 EXTENDED CALENDAR GRANT

VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
11	No	No	No	NOVEMBER	INTERCESS FUEL	Yes	11/13/2019	Yes	86032	11/12/2019	\$	135.87	1 -101
VENDOR: LAUREL ELEMENTA (LAUREL ELEMENTARY SCHOOL)													
1	No	No	No	MAY	INTERCESSION	Yes	05/11/2020	Yes	87411	05/12/2020	\$	1,539.78	1 -101
2	No	No	No	NOVEMBER	INTERCESSION	Yes	11/13/2019	Yes	86085	11/12/2019	\$	3,262.64	1 -101

Total for 1 -239-229-100-61100-6000											\$	4,938.29	

1 -239-232-100-61100-6000 EXTENDED CALENDAR GRANT

VENDOR: OAKLAND ELEM (OAKLAND ELEMENTARY SCHOOL)													
1	No	No	No	APRIL	INTERCESSION	Yes	04/10/2020	Yes	87265	04/14/2020	\$	4,948.07	1 -101
2	No	No	No	MAY	INTERCESSION	Yes	05/11/2020	Yes	87424	05/12/2020	\$	1,331.77	1 -101
3	No	No	No	NOVEMBER	INTERCESSION	Yes	11/13/2019	Yes	86107	11/12/2019	\$	1,477.95	1 -101
1	No	No	No	OCTOBER	INTERCESS REIM	Yes	10/14/2019	Yes	85901	10/15/2019	\$	505.00	1 -101

Total for 1 -239-232-100-61100-6000											\$	8,262.79	

1 -239-233-100-61100-6000 EXTENDED CALENDAR GRANT

VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)												
12	No	No	No	NOVEMBER	INTERCESS FUEL	Yes	11/13/2019	Yes	86032	11/12/2019 \$	9.29	1 -101
VENDOR: SPIS INTER (ST. PAUL SCHOOL)												
1	No	No	No	OCTOBER	INTERCESS REIM	Yes	10/14/2019	Yes	85931	10/15/2019 \$	3,749.05	1 -101
2	No	No	No	DECEMBER	INTERCESS REIM	Yes	12/09/2019	Yes	86335	12/10/2019 \$	35.49	1 -101
1	No	No	No	APRIL	INTERCESSION	Yes	04/10/2020	Yes	87291	04/14/2020 \$	4,438.78	1 -101
2	No	No	No	MAY	INTERCESSION	Yes	05/11/2020	Yes	87444	05/12/2020 \$	951.58	1 -101
3	No	No	No	NOVEMBER	INTERCESSION	Yes	11/13/2019	Yes	86140	11/12/2019 \$	1,285.40	1 -101
Total for 1 -239-233-100-61100-6000										\$	10,469.59	

1 -239-300-100-61100-6000 EXTENDED CALENDAR

VENDOR: AMAZON.COM (AMAZON.COM)													
1	Yes	0712	No	No	JUNE	435734574663	Yes	06/10/2020	Yes	87501	06/15/2020 \$	494.75	1 -101
1	Yes	0242	No	No	NOVEMBER	PO 20-48-0242	Yes	11/13/2019	Yes	86004	11/12/2019 \$	580.32	1 -101
1	Yes	0243	No	No	NOVEMBER	PO 20-48-0243	Yes	11/13/2019	Yes	86003	11/12/2019 \$	890.62	1 -101
1	Yes	0658	No	No	MAY	PO 20-48-0658	Yes	05/11/2020	Yes	87345	05/12/2020 \$	1,038.18	1 -101
VENDOR: CCHS (CARROLL COUNTY HIGH SCHOOL)													
2	No	No	No	NOVEMBER	RAE INTERCESS		Yes	11/13/2019	Yes	86029	11/12/2019 \$	239.54	1 -101
VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
13	No	No	No	NOVEMBER	INTERCESS FUEL		Yes	11/13/2019	Yes	86032	11/12/2019 \$	34.66	1 -101
VENDOR: LOWE'S HOME CEN (LOWE'S)													
1	Yes	0662	No	No	APRIL	04867	Yes	04/10/2020	Yes	87248	04/14/2020 \$	23.75	1 -101
1	Yes	0247	No	No	OCTOBER	14796	Yes	10/14/2019	Yes	85876	10/15/2019 \$	312.55	1 -101
VENDOR: MICHAEL DOLINGER (MICHAEL DOLINGER)													
1	No	No	No	OCTOBER	INVO086		Yes	10/14/2019	Yes	85886	10/15/2019 \$	300.00	1 -101
Total for 1 -239-300-100-61100-6000										\$	3,914.37		

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=====													
1 -239-321-100-61100-3000 EXTENDED SCHOOL YEAR													
VENDOR: IXL LEARNING (IXL LEARNING)													
1	Yes	0217	No	No	NOVEMBER	S362724	Yes	11/13/2019	Yes	86073	11/12/2019 \$	4,400.00	1 -101
1 -239-321-100-61100-6000 EXTENDED CALENDAR GRANT													
VENDOR: CCHS (CARROLL COUNTY HIGH SCHOOL)													
1	No	No	No	MAY	INTERCESSION		Yes	05/11/2020	Yes	87366	05/12/2020 \$	544.53	1 -101
1	No	No	No	FEBRUARY	INTERCESSION		Yes	02/10/2020	Yes	86646	02/11/2020 \$	12,261.73	1 -101
VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
7	No	No	No	NOVEMBER	INTERCESS FUEL		Yes	11/13/2019	Yes	86032	11/12/2019 \$	923.73	1 -101
Total for 1 -239-321-100-61100-6000										\$	13,729.99		
1 -239-327-100-61100-6000 EXTENDED CALENDAR GRANT													
VENDOR: CCIS (CARROLL COUNTY MIDDLE SCHOOL)													
1	No	No	No	JANUARY	INTERCESSION		Yes	01/09/2020	Yes	86422	01/09/2020 \$	5,147.17	1 -101
2	No	No	No	MAY	INTERCESSION		Yes	05/11/2020	Yes	87367	05/12/2020 \$	5,865.90	1 -101
3	No	No	No	NOVEMBER	INTERCESSION		Yes	11/13/2019	Yes	86030	11/12/2019 \$	7,231.09	1 -101
VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
8	No	No	No	NOVEMBER	INTERCESS FUEL		Yes	11/13/2019	Yes	86032	11/12/2019 \$	6.87	1 -101
Total for 1 -239-327-100-61100-6000										\$	18,251.03		
Total for Extended Calendar Grant										\$	94,220.44		

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TOTAL for FISCAL YEAR 2020 :											\$	94,220.44
TOTAL PAYMENTS :											\$	94,220.44

TOTAL PAYROLL EXPENSE REPORT BY ACCOUNT CODE FOR FISCAL YEAR 2020
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										SALARY/GROSS	EXPENSED BENEFITS		
ACCOUNT CODE 1 -239-200-100-61100-1150													
PRICE KA	PRICE, KATHERINE E	10	SECRETARY		GVES	52344	\$	123.48					
TOTAL ACCOUNT CODE 1 -239-200-100-61100-1150 EXTENDED CALENDAR SECRETARY										\$	123.48	\$	0.00
ACCOUNT CODE 1 -239-200-100-61100-1620													
COCHRAN JE	COCHRAN, JESSICA A.	11	SUPPLEMENT A - INTERCESSI		FGES	58374	\$	1,000.00					
GALLIMORE AM	GALLIMORE, AMBER L	8	SUPPLEMENT A - INTERCESSI		GVES	58411	\$	1,500.00					
JARRELL MA	JARRELL, MAGGIE A.	5	SUPPLEMENT A - INTERCESSI		SPS	58433	\$	1,500.00					
MARTIN JE	MARTIN, JENNIFER P.	17	SUPPLEMENT A - INTERCESSI		LES	58448	\$	1,500.02					
MCCOMBS SH	MCCOMBS, SHARON K.	13	SUPPLEMENT A - INTERCESSI		HES	58451	\$	1,500.00					
MONTGOMERY AM	MONTGOMERY, AMY M.	16	SUPPLEMENT A - INTERCESSI		OES	58457	\$	1,000.00					
NEWBERRY RY	NEWBERRY, RYAN A.	8	SUPPLEMENT A - INTERCESSI		CEC	58468	\$	1,000.00					
ODUM DE	ODUM, DEBORAH M	12	SUPPLEMENT A - INTERCESSI		GBES	58470	\$	1,000.00					
SWIGER AL	SWIGER, ALANA B.	12	SUPPLEMENT A - INTERCESSI		LES	58501	\$	1,500.00					
TOTAL ACCOUNT CODE 1 -239-200-100-61100-1620 EXTENDED CALENDAR										\$	11,500.02	\$	0.00
ACCOUNT CODE 1 -239-200-100-61100-2100													
TOTAL EMPLOYER-PAID DEDUCTIONS FOR COCHRAN JE COCHRAN, JESSICA A. Class: LICENSED										\$	76.50		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR GALLIMORE AM GALLIMORE, AMBER L Class: LICENSED										\$	114.75		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR JARRELL MA JARRELL, MAGGIE A. Class: LICENSED										\$	114.74		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MARTIN JE MARTIN, JENNIFER P. Class: LICENSED										\$	114.76		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MCCOMBS SH MCCOMBS, SHARON K. Class: LICENSED										\$	114.74		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MONTGOMERY AM MONTGOMERY, AMY M. Class: LICENSED										\$	76.50		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR NEWBERRY RY NEWBERRY, RYAN A. Class: LICENSED										\$	76.50		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR ODUM DE ODUM, DEBORAH M Class: LICENSED										\$	76.50		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR PRICE KA PRICE, KATHERINE E Class: CLASSIFIED										\$	9.44		
TOTAL EMPLOYER-PAID DEDUCTIONS FOR SWIGER AL SWIGER, ALANA B. Class: LICENSED										\$	114.74		
TOTAL ACCOUNT CODE 1 -239-200-100-61100-2100 EXTENDED CALENDAR FICA										\$	0.00	\$	889.17

ACCOUNT CODE 1 -239-300-100-61100-1620

ALDERMAN ST	ALDERMAN, STACEY D.	18	SUPPLEMENT A - INTERCESSI	CCHS	58349	\$	2,000.00	
LEONARD AL	LEONARD, ROBERT ALEX	12	SUPPLEMENT A - INTERCESSI	CCHS	58442	\$	2,000.00	
LEONARD JEN	LEONARD, JENNIFER P.	18	SUPPLEMENT A - INTERCESSI	CCMS	58440	\$	2,000.00	
MARTIN JE	MARTIN, JENNIFER P.	17	SUPPLEMENT A - INTERCESSI	LES	58448	\$	1,499.98	
MCKENZIE MA	MCKENZIE, MARTIN W.	5	SUPPLEMENT A - INTERCESSI	CCMS	58453	\$	2,000.00	
TAYLOR HE	TAYLOR, HEATHER M.	7	SUPPLEMENT A - INTERCESSI	CCHS	58503	\$	2,000.00	

TOTAL ACCOUNT CODE 1 -239-300-100-61100-1620 EXTENDED SCH YEAR GRANT SEC						\$	11,499.98	\$ 0.00

ACCOUNT CODE 1 -239-300-100-61100-2100

TOTAL EMPLOYER-PAID DEDUCTIONS FOR ALDERMAN ST	ALDERMAN, STACEY D.	Class: LICENSED	\$	153.00	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR LEONARD AL	LEONARD, ROBERT ALEX	Class: LICENSED	\$	153.00	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR LEONARD JEN	LEONARD, JENNIFER P.	Class: LICENSED	\$	153.00	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MARTIN JE	MARTIN, JENNIFER P.	Class: LICENSED	\$	114.74	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MCKENZIE MA	MCKENZIE, MARTIN W.	Class: LICENSED	\$	153.00	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR TAYLOR HE	TAYLOR, HEATHER M.	Class: LICENSED	\$	153.00	

TOTAL ACCOUNT CODE 1 -239-300-100-61100-2100 EXTENDED SCH YEAR GRANT SEC FICA				\$ 0.00	\$ 879.74

ACCOUNT CODE 1 -239-321-100-61100-1120

BOLEN GR	BOLEN, GREGORY S.	19	TEACHER PART TIME	MAIL	56458	\$	656.70	
DAVIDSON LO	DAVIDSON, LORA Q	12	TEACHER PART TIME	CCHS	55609	\$	698.22	
REECE CO	REECE, CONNIE D.	18	TEACHER PART TIME	MAIL	56646	\$	2,081.73	

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						SALARY/GROSS	EXPENSED BENEFITS	
						-----	-----	
TOTAL ACCOUNT CODE 1 -239-321-100-61100-1120 EXTENDED SCHOOL YEAR GRANT						\$	3,436.65	\$ 0.00
ACCOUNT CODE 1 -239-321-100-61100-2100								
TOTAL EMPLOYER-PAID DEDUCTIONS FOR BOLEN GR	BOLEN, GREGORY S.	Class: LICENSED	\$	50.23				
TOTAL EMPLOYER-PAID DEDUCTIONS FOR DAVIDSON LO	DAVIDSON, LORA Q	Class: LICENSED	\$	53.39				
TOTAL EMPLOYER-PAID DEDUCTIONS FOR REECE CO	REECE, CONNIE D.	Class: LICENSED	\$	159.25				

TOTAL ACCOUNT CODE 1 -239-321-100-61100-2100 EXTENDED SCHOOL YEAR GRANT						\$	0.00	\$ 262.87
ACCOUNT CODE 1 -239-321-100-61100-2600								
TOTAL EMPLOYER-PAID DEDUCTIONS FOR BOLEN GR	BOLEN, GREGORY S.	Class: LICENSED	\$	0.32				
TOTAL EMPLOYER-PAID DEDUCTIONS FOR DAVIDSON LO	DAVIDSON, LORA Q	Class: LICENSED	\$	0.31				
TOTAL EMPLOYER-PAID DEDUCTIONS FOR REECE CO	REECE, CONNIE D.	Class: LICENSED	\$	0.76				

TOTAL ACCOUNT CODE 1 -239-321-100-61100-2600 EXTENDED SCHOOL YEAR GRANT						\$	0.00	\$ 1.39

ACCOUNT CODE 1 -239-900-000-63200-1170

ADAMS DE	ADAMS, DENNIS R.	7	BUS - SPECIAL	MAIL	52140	\$	39.02			
AGUDELO JO	AGUDELO, JOHN	14	BUS - SPECIAL	MAIL	52141	\$	52.79			
BEAMER AV	BEAMER, AVERY L.	11	BUS - SPECIAL	MAIL	52149	\$	57.38			
DALTON CH	DALTON, CHARLES ODEL	39	BUS - SPECIAL	MAIL	52194	\$	126.23			
FARMER DE	FARMER, DEBRA R.	37	BUS - SPECIAL	TD	52214	\$	98.69			
HALL RE	HALL, REBECCA L	41	BUS - SPECIAL	TD	52231	\$	91.80			
HALL WO	HALL, WORTH F	21	BUS - SPECIAL	MAIL	52232	\$	75.74			
HAWKS AV	HAWKS, AVIS YVONNE	10	BUS - SPECIAL	TD	52236	\$	121.64			
HENLEY PA	HENLEY, PAUL B.	38	BUS - SPECIAL	TD	52241	\$	100.98			
HENLEY TR	HENLEY, PAUL TRAVIS	17	BUS - SPECIAL	MAIL	52242	\$	146.88			
HESSLER MA	HESSLER, MARY H.	17	BUS - SPECIAL	MAIL	52243	\$	45.90			
HORTON ME	HORTON, MELODY H.	17	BUS - SPECIAL	MAIL	52251	\$	57.38			
IVES DA	IVES, DAVID C.	10	BUS - SPECIAL	MAIL	52258	\$	114.75			
JUSTUS NA	JUSTUS, NANCY C.	35	BUS - SPECIAL	MAIL	52266	\$	84.92			
LEFTWICH JU	LEFTWICH, JUDY M	10	BUS - SPECIAL	TD	52273	\$	57.38			
LEONARD KE	LEONARD, KENDRA H.	10	BUS - SPECIAL	TD	52276	\$	165.24			
MCKINNON JO	MCKINNON, JOYCE BLEV	18	BUS - SPECIAL	MAIL	52301	\$	55.08			
MONTGOMERY LIN	MONTGOMERY, LINDA A.	10	BUS - SPECIAL	MAIL	52312	\$	82.62			
MOREHEAD DA	MOREHEAD, DAVID WILL	25	BUS - SPECIAL	TD	52315	\$	110.16			
MORGAN DA	MORGAN, DANIEL P.	22	BUS - SPECIAL	MAIL	52316	\$	110.16			
MOSER SH	MOSER, SHERRY L.	35	BUS - SPECIAL	TD	52318	\$	82.62			
MYERS GL	MYERS, GLENNA B	24	BUS - SPECIAL	TD	52321	\$	112.46			
OVERBY CA	OVERBY, CAROLYN B	30	BUS - SPECIAL	MAIL	52331	\$	160.65			
PAINTER BU	PAINTER, BURTON H.	21	BUS - SPECIAL	MAIL	52334	\$	55.08			
SNOW RO	SNOW, RONALD B.	30	BUS - SPECIAL	TD	52380	\$	114.75			
TERRY AR	TERRY, ARCHIE R	16	BUS - SPECIAL	TD	52392	\$	55.08			
THOMAS JEF	THOMAS, JEFFREY C.	7	BUS - SPECIAL	MAIL	52393	\$	57.38			
WEBB WI	WEBB, WILLIAM B.	35	BUS - SPECIAL	MAIL	52410	\$	22.95			
WORRELL GA	WORRELL, GARRY C.	14	BUS - SPECIAL	MAIL	52416	\$	61.97			
YOUNG TE	YOUNG, TERRY R	28	BUS - SPECIAL	MAIL	52419	\$	153.77			
TOTAL ACCOUNT CODE 1 -239-900-000-63200-1170 Extended Calendar Grant Bus Drivers							\$	2,671.45	\$	0.00

ACCOUNT CODE 1 -239-900-000-63200-2100

TOTAL EMPLOYER-PAID DEDUCTIONS FOR ADAMS DE	ADAMS, DENNIS R.	Class: CLASSIFIED	\$	2.99
TOTAL EMPLOYER-PAID DEDUCTIONS FOR AGUDELO JO	AGUDELO, JOHN	Class: CLASSIFIED	\$	4.04
TOTAL EMPLOYER-PAID DEDUCTIONS FOR BEAMER AV	BEAMER, AVERY L.	Class: CLASSIFIED	\$	4.39
TOTAL EMPLOYER-PAID DEDUCTIONS FOR DALTON CH	DALTON, CHARLES ODELL	Class: CLASSIFIED	\$	9.65
TOTAL EMPLOYER-PAID DEDUCTIONS FOR FARMER DE	FARMER, DEBRA R.	Class: CLASSIFIED	\$	7.53
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HALL RE	HALL, REBECCA L	Class: CLASSIFIED	\$	7.02
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HALL WO	HALL, WORTH F	Class: CLASSIFIED	\$	5.80
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HAWKS AV	HAWKS, AVIS YVONNE	Class: CLASSIFIED	\$	9.30
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HENLEY PA	HENLEY, PAUL B.	Class: CLASSIFIED	\$	7.73

TOTAL PAYROLL EXPENSE REPORT BY ACCOUNT CODE FOR FISCAL YEAR 2020
 CARROLL COUNTY PUBLIC SCHOOLS
 Executed by: tammyq

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 Date: 08/31/20
 Time: 10:53:58

				SALARY/GROSS	EXPENSED BENEFITS
				-----	-----
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HENLEY TR	HENLEY, PAUL TRAVIS	Class: CLASSIFIED		\$	11.24
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HESSLER MA	HESSLER, MARY H.	Class: CLASSIFIED		\$	3.51
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HORTON ME	HORTON, MELODY H.	Class: CLASSIFIED		\$	4.40
TOTAL EMPLOYER-PAID DEDUCTIONS FOR IVES DA	IVES, DAVID C.	Class: CLASSIFIED		\$	8.77
TOTAL EMPLOYER-PAID DEDUCTIONS FOR JUSTUS NA	JUSTUS, NANCY C.	Class: CLASSIFIED		\$	6.50
TOTAL EMPLOYER-PAID DEDUCTIONS FOR LEFTWICH JU	LEFTWICH, JUDY M	Class: CLASSIFIED		\$	4.39
TOTAL EMPLOYER-PAID DEDUCTIONS FOR LEONARD KE	LEONARD, KENDRA H.	Class: CLASSIFIED		\$	12.65
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MCKINNON JO	MCKINNON, JOYCE BLEVIN	Class: CLASSIFIED		\$	4.21
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MONTGOMERY LIN	MONTGOMERY, LINDA A.	Class: CLASSIFIED		\$	6.32
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MOREHEAD DA	MOREHEAD, DAVID WILLIA	Class: CLASSIFIED		\$	8.43
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MORGAN DA	MORGAN, DANIEL P.	Class: CLASSIFIED		\$	8.42
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MOSER SH	MOSER, SHERRY L.	Class: CLASSIFIED		\$	6.31
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MYERS GL	MYERS, GLENNA B	Class: CLASSIFIED		\$	8.60
TOTAL EMPLOYER-PAID DEDUCTIONS FOR OVERBY CA	OVERBY, CAROLYN B	Class: CLASSIFIED		\$	12.29
TOTAL EMPLOYER-PAID DEDUCTIONS FOR PAINTER BU	PAINTER, BURTON H.	Class: CLASSIFIED		\$	4.22
TOTAL EMPLOYER-PAID DEDUCTIONS FOR SNOW RO	SNOW, RONALD B.	Class: CLASSIFIED		\$	8.78
TOTAL EMPLOYER-PAID DEDUCTIONS FOR TERRY AR	TERRY, ARCHIE R	Class: CLASSIFIED		\$	4.21
TOTAL EMPLOYER-PAID DEDUCTIONS FOR THOMAS JEF	THOMAS, JEFFREY C.	Class: CLASSIFIED		\$	4.39
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WEBB WI	WEBB, WILLIAM B.	Class: CLASSIFIED		\$	1.75
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WORRELL GA	WORRELL, GARRY C.	Class: CLASSIFIED		\$	4.74
TOTAL EMPLOYER-PAID DEDUCTIONS FOR YOUNG TE	YOUNG, TERRY R	Class: CLASSIFIED		\$	11.78
TOTAL ACCOUNT CODE 1 -239-900-000-63200-2100 Extended Calendar Grant Bus Drivers FICA				\$	0.00
ACCOUNT CODE 1 -239-900-000-63200-2600					
TOTAL EMPLOYER-PAID DEDUCTIONS FOR ADAMS DE	ADAMS, DENNIS R.	Class: CLASSIFIED		\$	0.04
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HALL WO	HALL, WORTH P	Class: CLASSIFIED		\$	0.08
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HENLEY TR	HENLEY, PAUL TRAVIS	Class: CLASSIFIED		\$	0.16
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MORGAN DA	MORGAN, DANIEL P.	Class: CLASSIFIED		\$	0.13
TOTAL EMPLOYER-PAID DEDUCTIONS FOR THOMAS JEF	THOMAS, JEFFREY C.	Class: CLASSIFIED		\$	0.06
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WEBB WI	WEBB, WILLIAM B.	Class: CLASSIFIED		\$	0.03
TOTAL EMPLOYER-PAID DEDUCTIONS FOR YOUNG TE	YOUNG, TERRY R	Class: CLASSIFIED		\$	0.17
TOTAL ACCOUNT CODE 1 -239-900-000-63200-2600 Extended Calendar Grant Bus Drivers VEC				\$	0.00

TOTAL PAYROLL EXPENSE REPORT BY ACCOUNT CODE FOR FISCAL YEAR 2020
 CARROLL COUNTY PUBLIC SCHOOLS

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 Date: 08/31/20
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		SALARY/GROSS	EXPENSED BENEFITS
		-----	-----
TOTAL ALL	\$	29,231.58	\$ 2,238.20

Charlottesville Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MARK SAUNDERS BY EMAIL AT MARK.SAUNDERS@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2020**.

THIS REPORT MUST BE SUBMITTED AS A SINGLE WORD DOCUMENT (MULTIPLE FILES WILL NOT BE ACCEPTED), AND MUST NOT CONTAIN HEADERS OR FOOTERS OR PAGE NUMBERS.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). **Do not enter the dollar amount.**

Fiscal Year(s) Funds Used: **FY19 Carryover Funds Plus FY20 New Funds**

The final report must include the following:

6. The names and addresses of the school division and participating schools;

Charlottesville City Schools, 1562 Dairy Road, Charlottesville, VA 22903

- Burnley-Moran Elementary School, 1300 Long Street, Charlottesville, VA 22901
- Clark Elementary School, 1000 Belmont Avenue, Charlottesville, VA 22902
- Greenbrier Elementary School, 2228 Greenbrier Drive, Charlottesville, VA 22901
- Jackson-Via Elementary School, 508 Harris Street, Charlottesville, VA 22903
- Johnson Elementary School, 1645 Cherry Avenue, Charlottesville, VA 22903
- Venable Elementary School, 406 14th Street, Charlottesville, VA 22903

7. Grant Coordinator contact information;

Stephanie Tatel, *Division Literacy Coordinator*, (434)245-2489 tatels1@charlottesvilleschools.org

8. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The ultimate **goal** of the *Extending the Bridges of Literacy* extended year program was to increase student reading, writing, and spelling proficiency levels for students reading slightly below grade level as defined by Charlottesville City Schools literacy level expectations. We proposed to achieve this goal by providing a consistent afterschool intervention that modeled effective core Tier 1 instruction. **Strategies** to meet the following objectives included offering 3 additional hours per week of instruction and practice in phonological awareness, vocabulary, listening comprehension and independent reading through the use of the Making Meaning Vocabulary program and the Heggerty Phonological Awareness program.

Objective 1: 90% of all EBL students meet or exceed the PALS Entry Level Summed Score grade level benchmarks in the spring of 2020

Objective 2: 80% of all EBL students will be reading on or above grade level expectations in the spring of 2020 as defined by the CCS Literacy Expectations documents

Objective 3: 80% of all EBL students will be reading at or above the 25th percentile (average) range using AIMSweb measurements at the end of the academic 2019-2020 year

Because of the COVID 19 school closure on March 13, 2020 we were not able to collect any end of year data on student achievement.

9. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

Logistical Description: The EBL program was scheduled to run three days a week from 3:00 – 4:00 from September 26, 2019 through April 22, 2020. While the program started each day at 2:30, students were provided a 30-minute recess and snack time before heading back inside for their hour of small group instruction using Heggerty Phonological Awareness and Making Meaning Vocabulary. With breaks for teachers built into this calendar, the EBL program was scheduled to provide 69 additional hours of literacy instruction and literacy practice for identified students. The COVID closure forced us to end the program early – but we were still able to provide 54 additional hours of instruction and practice for the 2019-2020 school year. This adds up to an additional 9 weeks of instruction on top of a 45-week school year.

Student Enrollment: Students invited to participate in the *Extending the Bridges of Literacy* after school program were selected by individual schools based on their end of year, 2019, and beginning of year, 2019 PALS assessment. These students were slightly below grade level expectations and considered to be a part of our Tier 2 intervention within the regular academic day. Our kindergarten through second grade students come from a variety of backgrounds but encompass many of our reporting groups for data purposes. We had a number of ELL learners, SPED students, and African-American students included in the rosters for the program. At the end of February 2020, the last time enrollment was collected before the COVID closure, our enrollment was 144 students including 28 kindergarteners, 55 first graders, and 61 second graders. Student attendance in the program hovered around 86%.

10. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

Teachers played a critical role to the implementation of the program. Not only did they assist in identifying the students for the program, they implemented the selected curricula to fidelity and developed positive relationships with the students. Other teachers such as Instructional Assistants and Physical Education teachers at the elementary schools were critical in the implementation as well as they supervised the half hour of recess time. Families participated insofar as to allow their child to stay afterschool three days a week and prioritize these additional hours of literacy instruction and practice.

11. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

The availability of teachers willing to teach for the program outside of normal school hours continues to be a barrier year after year. We are only able to enroll as many students as we have teachers to teach, and that is a limiting factor. Each year we whittle down the program to fewer days and fewer grades, and yet continue to struggle to staff the program to its full capacity. In addition, it continues to be challenging to provide the time for

professional development and training for teachers given their many other mandatory meeting and afterschool school obligations.

Another barrier that we continue to struggle with is simply the energy level of both teachers and students afterschool. Even with the 30 minutes built in for teachers to plan while their students were at the afterschool recess, it became a drain on teacher’s energy and ability to be well planned for their Tier 1 instruction during the day. For students, sitting through another academic lesson after an already packed day was challenging, especially for Kindergarteners and 1st graders.

Finally, the COVID closure was a barrier to finishing the program and collecting end of the year impact data.

12. Data on the impact of the program. You are required to report on the metric, Student Achievement. In addition, you may choose to report on up to two additional metrics (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric					
Metric: Student Achievement					
Instrument: PALS (Entry Level Summed Score)					
Grade Level	Reporting Area	All Students	Reporting Group: Black	Reporting Group: Economically Disadvantaged	Reporting Group: Hispanic
Kindergarten	Number of Students Assessed	29	16	19	4
	Pre-test Average Score	41	42	42	43

(2nd Semester only)	Post-test Average Score	NA	NA	NA	NA
	Net Change	NA	NA	NA	NA
Grade Level	Reporting Area	All Students	Reporting Group: Black	Reporting Group: Economically Disadvantaged	Reporting Group: Hispanic
First Grade	Number of Students Assessed	47	26	17	1
	Pre-test Average Score	43	43	43	31
	Post-test Average Score	NA	NA	NA	NA
	Net Change	NA	NA	NA	NA
Reporting Group:	Reporting Group:	Reporting Group:	Reporting Group: Black	Reporting Group: Economically Disadvantaged	Reporting Group: Hispanic
Second Grade	Number of Students Assessed	65	31	42	4
	Pre-test Average Score	32	33	32	32
	Post-test Average Score	NA	NA	NA	NA
	Net Change	NA	NA	NA	NA

Enter an explanation of the data here:

We used PALS summed scores as our metric. We do not have spring summed scores because of the COVID closure.

Note:

- Kindergarten PALS Fall Benchmark is 29, and our average Kindergarten fall summed score is 41. This means that we are selecting kindergarteners for this program that are not in the bottom

quartile on average,

- First Grade PALS Fall Benchmark is 41, and our average first grade fall summed score is 42. This means that we are selecting first graders for this program who are testing in the bottom quartile for phonological awareness and early reading skills.
- Second grade PALS fall Benchmark is 35 and our average second grade fall summer score is 32, which means we are selecting second graders who are testing just below the bottom quartile for phonological awareness and early reading skills.

13. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

One effort from the 2019-2020 school year has sustained our extended year is our investment in the Lexia Core5 program for grades k-4. We were able to use some of our funding from this grant to purchase a pilot program in April 2020 so that students could sustain practice and instruction in foundational reading skills at their level. We were able to remotely onboard 200 students and found high levels of participation during the closure and through the summer. This program has not only extended instructional opportunities for students, but has also been educative for families who reported struggling with being able to support their child's early literacy development. We were able to use some of our funding from this grant to expand our pilot to a division wide license for Lexia Core 5. This will be a critical support for students as we enter a virtual school year.

We are in the process of rethinking and revising our EBL program for the reality of the 2020-2021 school year in which we are starting with 100% virtual instruction because of the COVID-19 pandemic. We are considering the elements of this program that were impactful, and our capacity to deliver some aspect of an extended school day to students. That application revision is forthcoming.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception:** Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
Start-up Years 1-3: 20% Local Match (see note below)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED			
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds
Names of Individuals	Project Role	State	Local
		\$50,574	\$106,098
Total Salaries and Wages 1000 - \$156,671.30		\$50,574	\$106,098
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.			Source of Funds
Names of Individuals		State	Local
0		\$3,660	\$7,679
0			
0			
0			
Total Employee Benefits 2000 - \$11,339.73		\$3,660	\$7,679
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.			Source of Funds
Description (please provide detailed cost calculations)		State	Local
Total Contractual Services 3000		\$0	\$0

<p>Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.</p>			Source of Funds	
Description (please provide detailed cost calculations)	State	Local		
Total Internal Services 4000	\$0	\$0		
<p>Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.</p>			Source of Funds	
Description (please provide detailed cost calculations)	State	Local		
Total Travel 5000	\$0	\$0		
<p>Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.</p>			Source of Funds	
Description (please provide detailed cost calculations)	State	Local		
Heggerty Phonemic Awareness Primary Level Teacher Guides	\$3,481	\$7,303		
Scholastic Book Orders for participating students				
Total Materials and Supplies 6000 - \$10,783.50	\$3,481	\$7,303		
			State	Local
Total Project Budget - \$178,794.53			\$57,715	\$121,080

Chesterfield County Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 ANNUAL REPORT
START-UP GRANT FOR A YEAR-ROUND SCHOOL PROGRAM

SUBMIT THIS REPORT TO MARK SAUNDERS BY EMAIL AT MARK.SAUNDERS@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2020**.

THIS REPORT MUST BE SUBMITTED AS A SINGLE WORD DOCUMENT (MULTIPLE FILES WILL NOT BE ACCEPTED), AND MUST NOT CONTAIN HEADERS OR FOOTERS OR PAGE NUMBERS.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used: **FY19 carryover funds plus FY20 new funds**

The final report must include the following:

- The names and addresses of the school division and participating schools;
Chesterfield County Public Schools

Bellwood Elementary School (Year Round School)
9536 Dawnshire Road
North Chesterfield, Va. 23237

Principal: Jennifer Rudd

- Grant Coordinator contact information;

Linda Wood
linda_wood@ccpsnet.net
804-968-8328

- Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

Bellwood Elementary is the first of Chesterfield County Public Schools to operate on a Year Round School calendar. Bellwood students and staff completed a most successful initial year on the YRS calendar during the 2018-2019 school year. The second year began on July 23, 2019 and proceeded as planned until the COVID-19 pandemic altered the third and fourth quarters of the year. Two successful intersessions were conducted with the first occurring September 30th through October 11th and the second occurring from January 6th through 10th. The third intersession was set to begin on March 23rd and run through April 3rd . Because of the impact of the COVID-19 pandemic, schools ceased in-person instruction on March 13th. For the remainder of the 2019-2020 school year, schools operated virtually using a combination of on-line instruction and paper work packets distributed to families. The final two intersessions were not conducted. Based on the uncertainty of the ongoing impact of COVID19 for the 2020-2021

school year, the School Board determined that Bellwood would not operate on a YRS calendar but would function using the traditional school calendar. The decision included a plan to return to YRS operation during the 2021-2022 school year.

Spring MAPs testing, scheduled for late March, was not administered due to the school closure. Fall and Winter data was collected and was shared in the January update. Based on the disruption to school operations, spring SOL testing was cancelled for the 2019-2020 school year. Without data from these two sources, no additional progress data is available for those students who had been attending intersessions.

- Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

The 2019-2020 YRS calendar, collaboratively developed by school and division level leaders and approved by the School Board required 180 instructional days with those days spread evenly throughout the calendar year. The balanced calendar was designed to parallel the CCPS traditional calendar as closely as possible with winter and spring breaks coinciding with the rest of the county's schools. The four instructional quarters were separated by breaks of three to five weeks which replaced the traditional summer vacation and offered the opportunity for academic programming and enrichment classes for interested students during intersessions. The Year Round Schools Implementation Grant provided funding for all necessary instructional and support services including staffing, transportation, vendors offering enrichment classes, lesson planners to develop academic programming. Through USDA programs, breakfast and lunch were provided at no cost to all students who participated in intersessions.

The first intersession was held from September 30-October 11 (10 days) and offered both academic programming (reading and math) in the mornings and enrichment classes (ex. chess, drama, cooking, fitness, STEM activities, etc) in the afternoon. October 14-18 constituted the final week of break. No school programming was offered during this time.

The second intersession was held from January 6-10 (5 days) immediately following the CCPS winter break. The structure of the programming was consistent with the first intersession. All students returned to school on January 13, 2020. .

Intersessions were open to all interested students in grades Pre-K through 5th grade and provided full day programming, transportation to and from school using established bus routes, and breakfast and lunch. Staffing for intersessions was provided largely by Bellwood teachers, however, with the large number of registered students, retired teachers and instructional assistants were recruited to help fill the needs. Like the initial year, a consistent group of approximately 10 retired teachers and assistants were hired for each intersession. Without the support and involvement of this group of retired educators, the number of students able to participate would have been significantly reduced.

Lesson plans in both reading and math were developed by a team of Bellwood teachers with a focus on instructional practices already established at the school. Review of previous content as well as front-loading of upcoming content were included in the plans. Intersession teachers and students were highly receptive to the lessons as noted in teacher and student survey results.

During the third quarter of the 2018-2019 school, an initial effort was undertaken to begin making YRS school a self-sustaining project by using its summer school fund allocation to cover the costs of teachers and materials for the lower quartile students. This year, summer school funds were used to support lower quartile students for both intersessions. The plan included using those funds for the third intersession as well. Summer school funds provided support only during the academic portion of the day and, therefore, did not cover the costs of enrichment activities in the afternoons. Grant funds remain essential for offering full day programming during intersessions.

4. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

Student participation for first intersession:

- Staffed for 195 students
- Daily average attendance was 132

Student participation for second intersession:

- Staffed for 220 students
- Average attendance was 177

Student survey results:

A student survey was given to all participating students in grades 2-5 during the 1st intersession. 115 students participated in the survey. Results are as follows:

- Are you enjoying intersession? 87% responded yes
- Do you want to come back for 3rd intersession? 71% yes
- The remaining questions asked students to give feedback on their favorite clubs and those they would like to see in upcoming sessions. In addition, they were asked to give feedback on what they liked about their reading and math instruction.

Parent survey results

- A parent survey was given to those whose students participated in intersessions to determine parents' feelings about the program. 17 parents completed the survey on-line.

- 94% indicated that they believe the intersessions were beneficial for their students.

- When asked whether they believe the programming was engaging for students, 77% of parents felt the program was highly engaging and 12% believe it was engaging, and 11% gave it an average rating.

- When asked about their reasons for enrolling their child in intersessions and given the opportunity for multiple response, 71% indicated that they believed it could benefit them academically, 41% indicated that they enrolled their child because the child wanted to attend intersession, 77% indicated they wanted their child to have enrichment opportunities, and 47% indicated that they needed child care

- The low response level was likely related to the fact that last year's surveys were sent home with students and this year, parents were asked to respond on line. In addition, since no parents have shared concerns about the intersessions with the administrative team, parents may feel pleased with the program and do not have an urgent need to share feedback.

Informal parent feedback:

- The administrative team has shared that only two parents have requested to return to a traditional calendar school prior to the beginning of this school year. Significantly, those parents who were most resistant to YRS initially, have embraced this approach.

- Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

- As noted in the January report, Bellwood has served as the pilot program in Chesterfield County and has worked closely with the staff at Falling Creek Elementary over the last two years as they planned and prepared to operate this year as a YRS. The Bellwood administrative team and a dedicated group of teacher leaders addressed questions, attended parent events, and shared innumerable planning documents with the Falling Creek team. Without doubt, much of Falling Creek's early success with YRS has resulted from Bellwood's willingness to share and collaborate.

- The Bellwood leadership team has also collaborated significantly with the Superintendent and administrative team of Hopewell City Public Schools as they prepare to implement YRS throughout the division. Bellwood opened its doors for multiple visits by the Hopewell team during intersessions so that they might see the program in operation and ask questions of teachers and leaders. Bellwood leaders were also invited to visit Hopewell and address questions by the community there. Bellwood influence has been significant and has helped to provide operational understanding and details for implementation.

- As noted in the January update, staffing for intersessions continues to be a challenge. since many Bellwood teachers work for the 21st Century grants both before and after school throughout the year, they are less likely to work during intersessions. They need their breaks and are eager to take them. The retired teachers recruited during the first year have continued to work during intersessions and have, consequently, played a huge role in the success of intersessions. As we prepare for a break in YRS operation during the 2020-2021 school year, it will be critical to recruit and establish additional retired teachers who are willing to work during intersessions for the 2021-2022 school year.

- Data on the impact of the program. You are required to report on the metrics, **Student Achievement** and **Chronic Absenteeism**. In addition, you may choose to report on **additional metrics** (Use the textboxes and tables below).

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *As indicated in the FY20 award email, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

No additional student performance data was collected since the January update. Spring MAPs testing was scheduled for late March; however, schools shut down prior to administration. The metric as noted in the grant was centered around monitoring progress for those students who attended intersessions regularly throughout the school year. Since the final two intersessions were not held, the January report provides the only valid date collected for the 2019-2020 school year.

b. Chronic Absenteeism

Please describe the instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Required Metric</u>				
Metric: Chronic Absenteeism				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

No assessment data is available due to the COVID-19 shutdown.

c. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric:				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

No assessment data is available due to the COVID-19 shutdown.

- Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

As noted previously, the CCPS School Board voted to return to a traditional calendar for both Bellwood and Falling Creek for the upcoming 2020-2021 school year due to the unprecedented planning and coordination of efforts to address a virtual beginning for the entire school division and perhaps a hybrid model later in the year. The division is committed to YRS and has already developed the YRS calendar for school year 2021-2022. Barring any additional unforeseen circumstances, Bellwood and Falling Creek will continue to operate using a YRS calendar that year while two other elementary schools will enter the planning phase that year.

We request that grant monies be held for implementation in 2021-2022.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for the Year-Round School Program FY20				
Start-up Years 1-3: 20% Local Match (see exception above)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals	Project Role	State	Local	
Dr. Linda Wood	Year Round Schools Coordinator	0.00	2,600.79	
Emma Sumler	Intersession Coordinators	200.85		
Lawson, Miltenberger, Vial	Intersession Teachers	3,195.78		
Rapp, Haynes	Intersession Instructional Assistants	605.64		
	Intersession Counselor	0.00		
Rita Martin	Intersession Clerical Assistance	0.00		
	Intersession Clerical Assistance	436.36		
Total Salaries and Wages 1000		4,438.63	2,600.79	
Employee Benefits 2000- Please list the amount of employee benefits charged to the project.			Source of Funds	
		State	Local	
Dr. Linda Wood			39.68	
Emma Sumler		15.36		
Lawson, Miltenberger, Vial		120.95		
Rapp, Haynes		46.33		
Rita Martin		10.76		
Total Employee Benefits 2000		\$193.40	\$39.68	

Contractual Services 3000 - Include wages and contract or consultant costs in this section.	Source of Funds	
	State	Local
Total Purchased Contractual Services 3000		
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
	State	Local
		\$0
Total Internal Services 4000		
Other 5000 - Other services. Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, and other.	Source of Funds	
	State	Local
Total Travel 5000	\$0	\$0

Materials and Supplies 6000 - Materials and Supplies. Supplies, materials, and services directly consumed in the course of the project may be budgeted. This category includes office supplies; educational materials; books and audiovisual materials; computer equipment, and technology software or on-line content.	Source of Funds	
	Description (please provide detailed cost calculations)	State
BW Wilson-paper 2/28/20	288.3	
Merriam Webster Elem Dictionary Hardcover 3/13/20	383	
Stones Office Equipment 3\6\20	797.24	
Black Toner Cartridge 2\6\20	293.4	
	State	Local
Total Materials and Supplies 6000	1,762	0.00
Total Project Budget	\$6,393.97	\$2,640.47

Hampton Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 Annual Report

START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Submit this report to Mark Saunders by email at Mark.Saunders@doe.virginia.gov no later than **September 1, 2020**.

This report must be submitted as a single Word document (multiple files will not be accepted), and must not contain headers or footers or page numbers.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used: 2018-2019:
2019-2020:

The final report must include the following:

1. The names and addresses of the school division and participating schools

Hampton City Schools

Bethel High School 1067 Big Bethel Road, Hampton, VA 23666
Hampton High School 1491 W Queen Street, Hampton, VA 23669
Kecoughtan High School 522 Woodland Road, Hampton, VA 23669
Phoebus High School 100 Ireland Street, Hampton, VA 23663

2. Division Contact Information

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Hampton City Schools
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Grant Coordinator contact information

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Phone: 757-727-8625

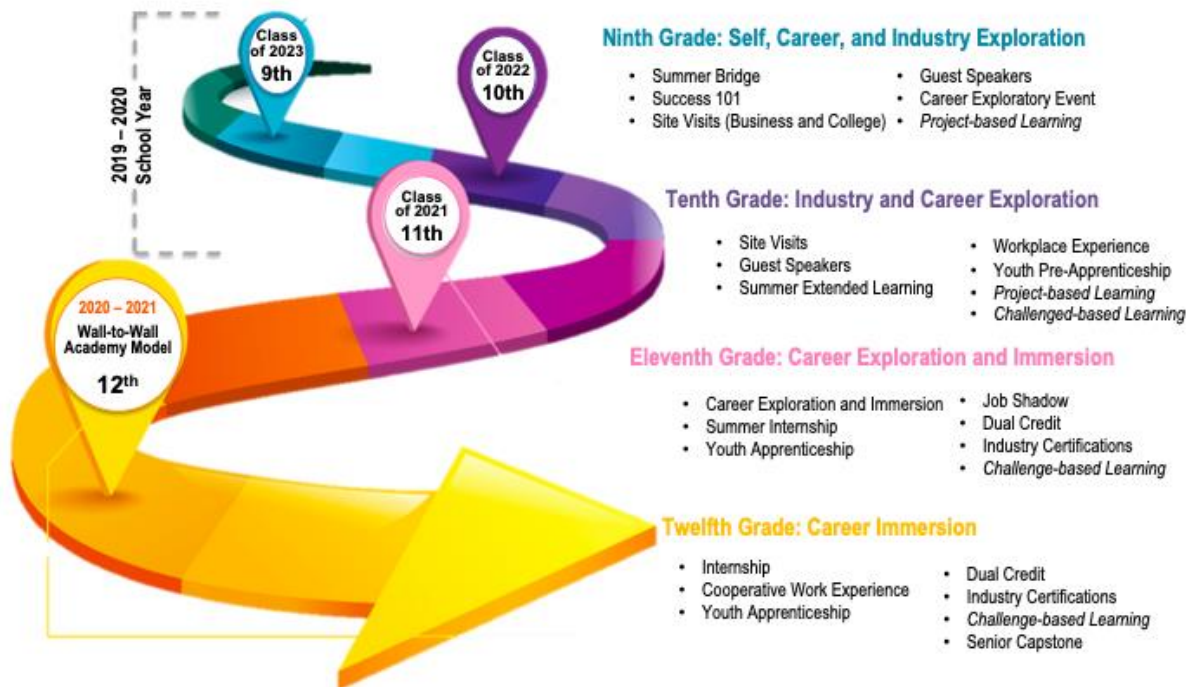
3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

Hampton City Schools (HCS) is one division undergoing one transformation, and in every action we take, we live our mission statement: *In collaboration with our community, Hampton City Schools ensures academic excellence for every child, every day, whatever it takes.* With the goal of fostering college and career readiness and preparing graduates to meet the 21st century workforce demands, HCS is transforming teaching and learning and learning

environments. Along with providing students with content knowledge and technical skills, our instructional and learning opportunities incorporate experiences that encourage students to think critically and work collaboratively to make positive impacts in whichever career they pursue after graduating from high school. The Profile of a Virginia Graduate identifies the 5 C's: critical thinking, creative thinking, communication, collaboration and citizenship skills as essential 21st century skills. Along with the 5 C's, the Profile of a Hampton Graduate recognizes the important role emotional and social wellness plays in living a healthy and successful life (W5 Cs). HCS is developing life-ready students through implementation of the Profile of a Virginia Graduate and the W5 Cs skills framework in our curriculum, social-emotional learning, and real-world performance assessments. With the goal that our young people graduate ready for postsecondary pursuits and the workforce, HCS' College and Career Readiness Plan integrates career learning in PreK-12 classroom and extended learning environments.

In addition to transforming teaching and learning during the school day, the *Academies of Hampton* provides opportunities for learning beyond the classroom and outside of normal school hours. Hampton's Extended Enrichment Learning (EEL) program offers extended school day, Saturday, and summer programs that provide all high school students additional academic support for remediation, enrichment, and work-based learning opportunities.

Primary Goals: The *Academies of Hampton* is committed to all students graduating with the knowledge and skill sets that demonstrate they meet the expectations of the Portrait of a Hampton Graduate. To ensure our young people graduate equipped with the knowledge and life and career skills that prepare them for training, college, career opportunities in the fields that interest them, lifelong learning, and success in life, HCS has integrated an in-school and out-of-school work-based learning continuum for high school students. The following community-connected experiences support Hampton City Schools' goal of maximizing student potential for every student, every day, whatever it takes.



Key EEL Strategies enhance and support the outcomes of Hampton City Schools'

primary goals: EEL enriches students' educational experience through academic support and engagement in real-world applications of the lessons and theories they are learning in the classroom. The strategies used help HCS achieve the goal of preparing all students, regardless of life circumstances, for a future that is increasingly complex and global.

- 1. Academic support and remediation services** provide struggling students with focused learning opportunities that help them achieve academic success. The support offered in afterschool, Saturday, and summer programs compliments and reinforces the learning taking place in the classroom. Whether it is helping students catch up through credit recovery and course remediation, stay on track in current courses, stay engaged before they fall behind in their coursework, earn industry certifications, or get ahead through additional learning and accelerated programs, EEL programs are designed to keep students on the path to academic success.

EEL is attacking achievement gaps by creating greater access to personalized instructional supports to struggling students. Traditionally many students have limited access to expanded instructional support and often find themselves in credit recovery mode; EEL's instructional and expanded learning approaches engage students before they fall behind, get discouraged, become disengaged, and finally, see dropping out as their only solution. Personalized remediation and instructional support includes tutoring, small group work, SOL remediation, and online and web-based learning.

EEL promotes student mastery of content and critical thinking skills. Using a variety of creative extended learning approaches, EEL incorporates academic and instructional support with learning experiences that create relevancy between what students are learning in the classroom and their future goals. Through instructional and academic enrichment activities, EEL helps students complete high school with academic credit and industry credentials that are valued in postsecondary education and careers.

- 2. Enrichment Opportunities** are designed to boost student achievement, build confidence and independence, and develop character. EEL offers enrichment activities that are fun, meaningful, and relevant, which helps students to become more engaged in their learning and more likely to retain more information. Developmentally appropriate learning experiences help students discover their interests and talents while allowing them to explore potential college majors, fields of study, and careers. EEL enrichments emphasize developing soft skills, promote critical thinking and problem solving skills, strengthen peer relationships and connections with positive adult role models, stimulate students motivations, and build self-confidence.

EEL enrichment programs open doors of opportunity to all students, especially those who are typically underrepresented in traditional enrichment programs. The combination of college and industry tours, guest speakers, and personal development exercises allow students to explore their strengths and interests in connection with future college and career opportunities. Access to industry-connected enrichments helps students develop the skills and capabilities that are needed in future jobs.

- 3. Project-based Learning (PBL)** and challenge-based learning (CBL) frameworks allow students to actively engage in hands-on, authentic, and personally meaningful projects that teach skills and content connected to their school work and future goals. Students engage in challenging, rigorous, and relevant work-based learning that promotes the technical and soft skill development that employers want. PBL and CBL are designed to

build the connection between academic courses and students' occupational career interests, their future job opportunities, and the business skills needed to succeed at work.

PBL and CBL activities turn students into active learners as they use their knowledge and test their skills and abilities while addressing real-world challenges faced by employers and industry leaders. Over an extended period of time, students tackle a problem that aligns with their Freshman Academy or their college and career-themed academy and is relevant to their life experiences or interests. PBL and CBL foster independence and good work habits through challenging experiences, promote mastery of content, and help students develop essential skills in critical thinking, communication, collaboration, and creativity. Both educational strategies help students see the connections between academics and skill-building to real-world situations and help them become more comfortable working in teams, thinking creatively and critically as they solve problems, collaborating with peers, teachers, and members of the business community.

Aligned with the 16 college and career academies, PBL and CBL experiences promote deeper thinking and learning, integrate relevant technology, create relevance between academics and future goals, allow students to apply learning in real-world situations, and encourage further career exploration and skill development. As they tackle industry-connected problems and challenges, students use their perspective, research, and experiences to interpret the problem and find new answers.

4. **Worked-based Learning** activities that occur in workplaces allow students to explore careers of interest while helping them gain the knowledge, skills, and experience needed for entry level positions in a particular field. Working at an employer's worksite is an educational strategy that provides students with real-life work experiences that complement their academic instruction. These experiences allow students to participate in on-the-job learning, develop skills that transfer to work, and receive supervision and mentoring from industry professionals. Internships, on-the-job training, workplace simulations, youth employment programs, and high school-based apprenticeships are on-the-job learning experiences that help students acquire the essential technical skills and knowledge, as well as the workplace etiquette skills, needed to make them competitive in the job market and successful in the workplace.
5. **Targeted Recruitment** efforts are designed to recruit disengaged and disconnected students, those most at risk of not graduating or graduating not meeting the expectations of the Portrait of a Hampton Graduate. Starting with the Class of 2021, all HCS high school students enroll in a Freshman Academy their ninth grade year and an academic-themed or career-themed academy in grades 10-12. Through classroom and extended learning time, the *Academies of Hampton* uses academic instruction, personalized student support, and career-aligned activities to (1) close achievement and opportunity gaps, (2) meet students' academic needs, (3) create a caring learning environments for students, (4) provide relevant and challenging experiences, and (5) graduate all students on-time and prepared for postsecondary success in a globally competitive environment.

EEL provides a unique opportunity to expand student perspectives and broaden their horizons about future college and career possibilities. All students—from those considered most at risk of not graduating from high school to those designated as “gifted and talented”—are welcomed. Recognizing that opportunity gaps contribute to achievement gaps, EEL intentionally recruits and seeks to engage disadvantaged youth

and Black and Hispanic student populations (historically underrepresented populations in college and high-wage careers), as well as those who are overwhelmed, disengaged in the classroom, or performing at lower levels than their respective peer groups.

EEL offers both grade- and academy-specific experiences afterschool, on Saturdays, and through summer programming. Personalized academic support, enrichments and work-based experiences help HCS close the achievement, opportunity, and equity gaps that exist among our students by 1) connecting students to experiences that help them develop the essential skills they need for postsecondary success and 2) providing students support services that help them successfully engage in experiences that give them a leg up in the labor market.

- 6. Partner Engagement** relies heavily on strong partnerships among schools, families, local business and industry leaders, postsecondary education institutions, workforce development advocates, and the community. These “learning partners” are forging connections and making learning relevant. They play an integral role in creating EEL learning experiences that bridge the classroom experience with the real world of colleges and careers. Through their investment of time, effort, expertise, and resources, learning partners transform teaching and learning, change the learning landscape, and create equitable access to all learning opportunities for students from all backgrounds.

Learning partners are intimately involved in creating and supporting industry guided, challenge-based experiences that allow our students to dialogue with teachers, community members, and business leaders to solve real-world problems in learning spaces extending beyond the classroom walls and outside of the school day. Through this, students become increasingly self-reliant and independent, which leads to stronger engagement, enhanced learning, and improved academic outcomes. By connecting students to real-world experiences and offering them equitable learning opportunities, our learning partner collaborations are developing the 21st century knowledge, skills, and abilities needed for college and career success. By sharing their knowledge, skills, expertise, and passion with our students, learning partners are inspiring the next generation of workers and leaders.

Key EEL Objectives Taken to Achieve Strategies:

Objective 1: By June of 2020, 95% of first-time 9th graders will be promoted to the 10th grade and enrolled in their first choice career academy.

Objective 2: By 2021, a minimum of 95% of students in Cohorts 2020-2022 will be promoted to the next grade and 100% of graduates will graduate on time prepared for postsecondary learning and careers, as defined by the Portrait of a Hampton Graduate.

Our teachers, administrators, and faculty work with our community to ensure the success of all students through equitable opportunity and access to an expanded range of engaging and relevant learning experiences. With our promise that all young people will receive a quality education that truly prepares them for success, each of the following strategies incorporates engagement, relevant learning experiences, remedial instruction, and personalized support that address the support of all students while intentionally accommodating the needs of students who are academically off-track or at-risk of falling behind.

EEL Key Tactics Supporting Objective 1 and 2:

1. ***Freshman Summer Bridge*** is part of a comprehensive plan to ensure all students graduate from high school prepared for postsecondary success. This program is designed

to help students successfully transition from middle to high school.

Transition assistance can be helpful for all students, therefore, each high school offers an open invitation to all rising ninth-grade students to attend *Summer Bridge*. This extended learning time program introduces students to their Freshman Academy team, high school staff, peers, and community. Interactive and project-based activities help prepare students for the academic, social, and structural changes they will experience. Students engage in career-driven, project-based learning designed for self, career, and industry exploration. *Summer Bridge* enrichment learning provides students 20 hours of learning time focused on giving them the skills to navigate the transition to high school while exploring the impact of ninth grade on future personal, educational, and career goals.

Year 2 Implementation Action: Summer Bridge

During this week-long high school orientation program in August 2019, ninth graders were introduced to their Freshman Academy team, and high school staff, peers, and community. Instructional opportunities, enrichment experiences, and career-driven project based learning helped students become more familiar with the college and career academy model, academies and career pathway options, and the culture and climate within their high school. All activities promoted *self, career, and industry exploration*. HCS provided leadership support and set the overall agenda, *Summer Bridge* programs were coordinated by each high school. At each high school the format was similar-and integrated a building-driven -project-based learning theme and journey.

<i>Freshman Summer Bridge (August 2019)</i>		
School	Number of Students	PBL
Bethel High School	305	Tools Needed to Be Successful
Hampton High School	194	What is Your Endgame
Kecoughtan High School	129	Making Every Minute Count
Phoebus High School	160	Cracking the High School Code

Summer Bridge 2019 served 788 students, which was approximately 42% of the rising freshmen based on the VDOE Fall Membership report. Attendance data shows 73% attended at least 3 of the 4 days and 44% attended all 4 days.

YEAR 2 Implementation also included planning the program schedule and content for *Summer Bridge 2020*. School administrators and ninth-grade high school teachers collaborated in the design of a program of interactive classroom workshops, project-based and team-building activities, a parent engagement, and workplace or college exploration. Initially planned as an on-site program, COVID-19 required a redesign to a virtual experience. The Class of 2024 Virtual Summer Bridge Experience maintains the focus of easing the transition from middle to high school in an engaging, relevant, and fun way. Rising ninth-graders will get to know their high school community, start to build relationships with their peers, teachers, and leadership, all while *brushing off the*

academic dust that may have accumulated over the summer. Virtual sessions via Zoom will be held from 10:00 a.m. – 12:00 p.m, August 17 - 20, 2020. This experience is part of YEAR 3 Implementation and the results of the Summer Bridge 2020 and student engagement in the following PBLs will be reported in next year’s mid-year report:

- Bethel High School - “We are 2024”
- Hampton High School - “24/7 Excellence”
- Kecoughtan High School - “I am”
- Phoebus High School - “The Me I See, Is the Me I Will Be”

2. ***Academy League 1.0 - Freshman*** and ***Academy League 2.0 - Sophomore*** runs from December through May and offers a minimum 55 hours of a career-related project-based learning (PBL) experience along with extended learning time provided for academic remediation, credit recovery, and class make-up work. Students participating in *Academy League* work on a PBL with their selected academy team after school, attend Saturday enrichment experiences, and if required, receive remediation and academic support.

Academy League increases academic achievement through targeted instructional support that integrates and infuses student knowledge and understanding in core subjects (English, math, and science) with academy and pathway related courses. Personalized remediation and instructional support includes tutoring, small group work, SOL remediation, and online and web-based learning. Additional instructional and enrichment activities help students complete high school with academic credit and industry credentials that are valued in postsecondary education and careers.

Academy League offers students unique career and industry exploration opportunities and self discovery experiences that help them develop and expand upon the personalized 10-year plan they created in Freshman Academy. PBL and other community-connected experiences help students acquire workplace competencies and baseline skill sets needed to be successful in today’s workforce. College and industry tours, guest speakers, personal development exercises, and PBL experiences offered through *Academy League* support academic and technical skill development.

Year 2 Implementation Action: Academy League

In an effort to increase engagement of the targeted student population, Year 2 EEL academic remediation, course recovery, and academic advancement options extended beyond the existing instructional supports. EEL revised the use of online platforms for academic remediation and recovery, moving to a more teacher/student engagement process that better accelerates the learning process in time limited programs.

Based upon feedback and reflection of YEAR 1 Implementation experiences from students, teachers, administrators and EEL Coordinators, *Academy League* used different formats for YEAR 2 Implementation. The different models of *Academy League* were offered in an effort to increase engagement of the targeted student populations.

A redesigned *Academy League 1.0 and 2.0* was piloted at Bethel High School and Hampton High School. The pilot consisted of a blended model of recovery, enrichment, and project based learning. *Recovery* or remediation was offered 4 days a week to students enrolled in *Academy League*, with math, English, science, and social studies each assigned a specific day. Students needing credit recovery from the previous semester worked with core subject teachers to receive assistance with homework, recovery contract, or Edgenuity. Enrichment activities were offered every Tuesday

afternoon to those students who did not need to recover any subjects. Enrichment activities included: (1) “Social Media Marketing” and the opportunity to apply for the Digital Promise Facebook Certification and (2) “Alternative Workshops” focused building the soft skills sought after by employers, including teamwork, self awareness, goals, critical thinking, and problem solving.

A redesigned hybrid Academy League 1.0 and 2.0 was piloted by Kecoughtan High School. Students were offered the academic recovery (English, science, and social studies) and project based learning components without the enrichment components. The original model Academy League 1.0 and 2.0 was offered at Phoebus High School Remediation was offered independently from integrated project based learning. Based on their academic needs, *Academy League* students received instructional support focused on making up course work or credit recovery or, if instructional support was not needed, participated in technology enrichment activities that were cross curricular and applicable to all academies.

Year 2 Implementation Action: Academy League 1.0

Academy League 1.0 offered freshmen academic and career-based learning aligned with in-school instruction and introduced them to the 14 career-themed academies. PBLs connect student learning to real world possibilities in a given field of inquiry. The following PBL’s were offered as part of *Academy League 1.0*.

<i>Academy League 1.0 - PBL</i>		
PBL Title	Driving Question	Summary
Bethel HS Ready for Anything	After learning about natural disaster protocols, how can students best educate and inform others about action to be taken for the homeless population following a natural disaster?	A natural disaster is unpredictable! Being prepared is essential for survival. Students collaborated with emergency agencies in designing a product that could be shared with local residents and the homeless following a natural disaster.
PBL Title	Driving Question	Summary
Hampton HS Show Me The Money	How can students develop a plan to address various financial scenarios faced by young adults?	Young adults face many financial challenges whether they enter work, college and military related to: college debt, child care, housing and transportation, planning for the future, and credit card debt. Students were assigned a scenario involving one of the above to determine the best plan possible.

PBL Title	Driving Question	Summary
Kecoughtan HS Photo - Op	How can students assume the role of photojournalist, highlighting recreational programs for young adults?	Communities benefit when young adults are engaged in community based recreational activities. Students created a photo journal that illustrates existing resources as well as highlighting the possibilities for future programs or activities based on youth surveys.

PBL Title	Driving Question	Summary
Phoebus HS Think Inside the Phone!	What programs/applications can be used on mobile devices in the classroom to advance educational opportunities?	Students researched and explored technology for their cellular devices that can be used in the classroom to advance their educational potential. They experimented with, evaluated, and ultimately used programs/applications to complete assignments, assessments, and projects.

Interest Compared to Enrollment: Enrollment target for *Academy League 1.0*. was 300 freshmen. Student recruitment through classroom visits using a Google form sign-up, home mailers, emails, phone calls, and teacher advocacy resulted in 584 students expressing interest in the *Academy League 1.0*. However, students are only enrolled upon returning a signed permission slip. Fifty percent of the freshmen expressing interest returned signed permission slips. With 293 students enrolled, HCS reached 98% of the Target Enrollment goal. This number does not include students engaged in other EEL remediation efforts that do not require signed permission slips.

While 293 students enrolled, the number of students served was 267 or 89% of the target. This does not reflect all student engagement in *Academy League 1.0*. Each school also served in other EEL school based remediation efforts, which did not require signed permission slips. Kecoughtan served more students than officially enrolled by serving students through remediation and PBL experiences that did not include off-site enrichment trips. Phoebus had a higher number served than enrolled with students participating in the PBL experience and then bringing their signed permission slip the Saturday of the enrichment trip (after formal registration period). Both Phoebus and Kecoughtan had a significant increase in participation after the registration period by continually looking at ways to recruit students even after the program was implemented.

<i>Academy League 1.0</i> - Freshman Targets versus Enrollment					
	Bethel	Hampton	Kecoughtan	Phoebus	Division Total
Targets	94	67	86	53	300
Interested in PBL/ remediation	130	199	107	148	584

Enrolled with Signed Permission	87	80	50	76	293
Served through PBL & Remediation	48	50	71	98	267
% of Target Served	51%	75%	83%	185%	89%

In addition to aligning and extending academic support, enrichments, and college and career exploration with Freshman Academy and Success 101 classroom instruction, *Academy League 1.0* supports division-wide college and career exploration experiences.

1. ***My Future, My Journey Exploratory Program*** gives many freshmen their first personal encounter with a professional in their field of interest. Industry, postsecondary, and business exhibitors offer engaging and interacting exhibits and hands-on demonstrations that mimic real-world scenarios. Employers raise awareness about careers in their industry while giving students opportunities to explore and examine their perceptions and understanding of many career possibilities they may not have considered. .

EEL gives students opportunities to examine their perceptions and understanding of many career possibilities and to value pathways they may not have considered. Students discover new interests and talents through assessments, skills inventories and aptitude tests. They explore how today’s instruction and learning connects to academic and industry certification requirements and their educational goals and career aspirations. Students research and explore career and college options through on-site and virtual visits with employers and collegiate representatives. EEL offers follow-up activities aligned with the annual *My Future, My Journey Career Expo*. The 3rd annual *My Future, My Journey Career Exploration Fair* on October 15, 2019 gave over 1,300 freshmen from all four high schools an opportunity to meet employers. Exhibitors represented 16 industry clusters and introduced students to a broad spectrum of careers including arts, communications, business, information technology, engineering, advanced manufacturing, healthcare, hospitality, tourism, government and nonprofit areas. Students interacted with industry representatives and local employers and engaged in interactive activities and simulations provided by nearly 100 businesses and community partners. These learning opportunities allowed students to explore careers and industry, gain a broader perspective on possible careers, and see a deeper understanding of the relevance between what they are learning in the classroom and careers of interest. Participating businesses and community partners included:

Alternatives, Inc.	Fort Monroe Authority/National Park Service
CES Consulting, LLC	Fruition Publishing Concierge Services
Chick-fil-A Mercury Boulevard	Hampton Arts
Children Fintech Foundation	Hampton Commonwealth's Attorneys
Culinary Institute of Virginia	
ECPI University	

Hampton Convention & Visitor Bureau
 Hampton Division of Fire and Rescue
 Hampton Economic Development Office
 Hampton Healthy Families
 Hampton Police Division
 Hampton Roads Educators Credit Union
 Hampton Roads Sanitation District
 Hampton Sheriff's Office
 Hampton University - Fine & Performing Arts
 Hpt-NN Community Services Board
 Hudson + Associates Architects
 Mariners' Museum and Park
 Maritime Academy
 Mid-Atlantic Regional Maintenance Center
 Moms Need Help Too, LLC
 Hampton Parks, Recreation & Leisure
 New Horizons Regional Education Centers
 Newport News Shipbuilding
 Old Dominion University - Monarch Teach
 Old Dominion University - Virginia Modeling, Analysis and Simulation Center (VMASC)

Old Dominion University - School of Community and Environmental Health
 PEG TV - Hampton City Schools
 Peninsula Baptist Association
 Peninsula SPCA
 Phoebus Junior ROTC - Marines
 PunchDrunk Digital Agency
 Riverside College of Health Careers
 Science Systems and Applications, Inc.
 Sentara CarePlex Hospital
 Sentara College of Health Sciences
 The Apprentice School
 The Holiday Boys
 The Port of Virginia
 Tidewater Community College - Truck Driving Training Program
 VersAbility Resources
 Vicom Corporation
 Virginia Department of Transportation
 Virginia Restaurant, Lodging & Travel Association
 Virginia Ship Repair Association
 Virginia Space Grant Consortium
 Virginia Space Grant Consortium - Old Dominion Peninsula Center
 Warwick Mechanical Group
 YMCA of Virginia Peninsula
 Youth Excel and Advancement LLC
 Youth Sailing Virginia, Inc

2. ***Commitment to Graduate*** is more than a program, it is a culture that sends a consistent and constant message to students and families of the importance of graduation and preparation for college, career, and life success. The academy and extended learning model uses a framework that reinforces the value of the high school diploma, promotes a college and career ready future, lets every student know graduation is attainable, and instills an individual commitment to graduate.

Throughout the academic year, Success 101 class instruction and EEL programs provide fun and engaging activities designed to ignite curiosity, explore possibilities

that lead to imagining the possible, connecting 12 years of education to tomorrow's college and career goals, and inspiring students to graduate ready for the future they desire. Freshman Academy sponsors spirit week and EEL hosts special activities leading up to the HCS annual division-wide *Commitment to Graduate* ceremony where students are asked to verbally commit to graduating on time with their peers. During the ceremony teachers, school and division leaders, parents, and community learning partners commit to doing whatever it takes to help each student graduate. The spread of the coronavirus led to the cancellation or postponement of many events, including the 2020 *Commitment to Graduate* ceremony. The event honoring and celebrating over 1,300 students was scheduled for March 24, 2020 at the Hampton Coliseum. The division is committed to hosting a commitment ceremony for the Class of 2023 and Class of 2024. Freshman Academy teams are working together to develop an event aligned with the division's entry plan.

Year 2 Implementation Action: Academy League 2.0

Academy League 2.0 connects student learning to real world possibilities. Sophomore experiences help students develop workplace competencies and baseline skill sets needed by industries aligned with their college and career academy. Students' experiences range from enrichments that expose them to the plethora of career choices within their selected career academy to PBLs that take them on a deep dive in a given field of inquiry. *Academy League 2.0* implemented the following on site PBL's in January.

Bethel High School - Academy League 2.0		
Academy and PBL	Driving Question	Summary
Law and Public Safety - <i>Let's Get Physical</i>	What conditioning and nutrition plans would prepare students to pass the physical assessments for local law enforcement agencies?	The duties of emergency responders requires good physical health and strength. Examine local agency physical requirements and create a wellness plan for the students to be prepared to pass physical assessments for Public Safety positions.
Media Arts and Design - <i>Get MAD at Fake News</i>	How can MAD academy students help the public distinguish the difference between real and fake news in social media?	Social media serves as our main source of news and information. Finding a way to help the public understand the difference between what is real or fake is important.
Governor's Health Sciences - <i>Waste NOT</i>	How can the students create an environmental sustainability plan that will help to reduce the waste of food and water?	Ever wonder how much money is thrown away each day in food and water waste at Bethel High? Find ways to save the school and students money by finding resourceful options to reduce waste in the school.
Transportation, Analytics, Information, and Logistics - <i>The</i>	How cybersecurity breach can damage the transportation and distribution of goods and	Transportation systems deliver people and goods to their correct location. What happens if a hacker disrupts the process? Learn how a cybersecurity breach can affect

<i>Cyber TRAIL of Doom</i>	what impact could that have on our economy and life?	consumers and what can be done to prevent it!
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Hampton High School - Academy League 2.0		
Academy and PBL	Driving Question	Summary
Technology and Engineering - <i>iRobot</i>	How can robotics be utilized to assist in identifying pollutants in local waterways?	Students will observe waterway pollution concerns around the Peninsula. Work in small groups to research how robotics can be used to identify and analyze threatening pollutants. Use kits by SeaGlide to create and refine robotic prototypes.
Health, Human, and Financial Services - <i>Go Green</i>	How do we educate about food deserts and their impact on access to healthy foods?	Create PSAs about food deserts and their impact on healthy choices for local residents living in them.
Maritime - <i>Boats and Oars</i>	How does the Maritime industry contribute to resource sustainability and what sacrifices are made to do so?	Test how various materials hold up in salt water conditions to determine which material produces the least amount of environmental waste, while still meeting the needs of the Maritime industry. Determine how materials used in ship repair and design rank in terms of sustainability, cost, and environmental impact.

Kecoughtan High School - Academy League 2.0		
Academy and PBL	Driving Question	Summary
Architecture, Environment, and Engineering - <i>Natural Habitat Adventure</i>	How can students design and implement renovations to the butterfly garden?	While the garden is a wildlife refuge for migratory animals/insects, assess and enhance the area to make it more functional, environmentally conscious resulting in increased species of butter-flies.
Entrepreneurship and Information Design - <i>The Gift that Keeps on Giving</i>	How can students develop a staffing proposal for the Sentara Careplex gift shop?	Continue consultation with the Careplex gift shop. Develop a business plan with a staffing solution that incorporates volunteers, Sentara staff and KHS interns and the KHS Carriers program.
Teaching, Education, and Learning - <i>When the Smoke Clears</i>	How can students educate their peers on the effects of vaping?	Survey peers to assess what information students currently know about the effects of vaping and use that data to create an awareness campaign based on research..

On Stage: Performing Arts - <i>Hurricanes, Snow Storms Flooding....Oh My!</i>	How can students use film to create an awareness campaign for emergency preparedness?	Due to extreme weather events the community needs to be more vigilant in its preparations. Use performance, camera work, sound techniques and set design, students to create a film that addresses the issue of preparedness.
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Phoebus High School - - Academy League 2.0

Academy and PBL	Driving Question	Summary
Digital Video Production - <i>Think Inside the Phone!</i>	What programs/applications can be used on mobile devices in the classroom to advance educational opportunities?	Research and explore technology for personal cellular devices that can be used in the classroom to advance educational potential. Experiment with, evaluate, and ultimately use these programs/applications to complete assignments, assessments, and projects.
Cybersecurity, Engineering, and Robotics - <i>Can you take the heat?</i>	What could we do at home to reduce the effects of climate change?	Create window/door treatments for various types of homes to reduce the effects of climate change. The effect of climate change affects our lives every day, let's do something about it!
Hospitality and Tourism - ANEW: "Always Knowing Events, When and Where"	How can we increase youth participation for local events throughout the city of Hampton?	Promote social events for specific target markets in the city of Hampton in order to increase local revenue, tourism, and recreational opportunities in a safe environment. Identify several platforms and create an application that connects young adults to community activities to increase participation.

As the following chart reveals, there was high interest in *Academy League 2.0* at each high school. However, students are only enrolled upon returning a signed permission slip.

Academy League 2.0 - Sophomore Targets, Enrollment, Served					
	Bethel	Hampton	Kecoughtan	Phoebus	Division Total
Targets	106	63	84	47	300
Interested in PBL	146	134	123	109	512
Enrolled with Signed Permission	77	51	40	58	226
Served in PBL/Remediation	51	62	85	43	241

% of Target Served	48%	98%	101%	91%	80%
Remediation w/o PBL		129		27	156
Total Served	48	179	71	125	397

Three of the high schools achieved at least 90% of the established targeted number of students served. During Year 2 Implementation Bethel High School took the lead on piloting a redesigned *Academy League* model that offered PBL, remediation, and technology enrichment. A post implementation review of the feedback and data determined that the technology enrichment program at Bethel confused students and impacted participation. Stakeholder post implementation review and assessment on the *Academy League* programs at all four high schools led to the recommendation that in 2020-21 *Academy League* should be marketed as a PBL experience that provides academic remediation to those enrolled. Those desiring only academic remediation will continue to be served through remediation provided through the academy teams.

Academy League 1.0 and 2.0 (COVID-19 March 16 - May, 2020 Quarantine Period):

The pandemic resulted in an abrupt closure to school effective March 16 and brought an end to the *Academy League PBL* experiences as designed for 2019-2020. Students did not have the software, tools, materials etc. at home to complete the PBL's. In a response to this extraordinary event each high school created an EEL enrichment series and kept students engaged through the use of Zoom and Google Classroom. Some of the enrichments focused on academy-specific topics while others offered workplace readiness activities. Through the use of technology, EEL engaged students in challenges or activities that were related to their PBL or career exploration process.

- Bethel High School's *Academy League 1.0 and 2.0* served 42 students. Students were engaged in 20 fun and educational virtual challenges, where they were tasked to complete assignments for incentive points for Chick-fil-A gift cards. Students participated in Career and Life learning modules that could help them make better decisions for their future careers. Parent challenges gave parents an opportunity to participate and for us to learn what they knew about the *Academy League* programming. These virtual competitions included:
 - 5 Kahoot challenges - Social Distancing, Memory and Attention to detail, Social Media, Grammar, Career Clusters, and Zoom Etiquette.
 - Canvas challenges which involved creating a personality avatar, vision board, and a t-shirt for the Academy League
 - Personality Test
 - Polls for Teacher appreciation week and Academy League Survey
 - Pandemic Proof Career Cluster discussion
 - Flipgrid
 - Video Review
- Hampton High School's *Academy League 2.0* served 19 sophomores. Students participated in Career and Life activities that could help them make better decisions for their future careers. Learning modules included the following:

- Occupational Safety and Health Administration (OHSA) - participated in safety training
 - Food Deserts - explored and developed an understanding of the impact of food deserts
 - Rooted in Love video - created a flipgrid as part of this social emotional awareness exercise
 - Career exploration activities - allowed student to research and learn more about different career clusters
 - Social Distancing - examined the importance of social distancing
 - Life Goals - created a vision board regarding personal goals and aspirations
- Kecoughtan High School's *Academy League 1.0 and 2.0* *Academy League 1.0 and 2.0* provided virtual career exploration through a BizTalk series. Some of the BizTalk sessions focused on building and writing a resume and interviewing tips. Students also had the opportunity to meet with local entrepreneurs who shared their professional stories. More than 42 students participated in the virtual career exploration conversations that helped them learn more about career options, understand alignment between academic experiences and career choices, and receive real-world advice about the workplace. The following learning partners supported this activity:
 - Sky Zone Trampoline Park - Cody and Evan Keane, owners/general managers
 - Quest A Car (rare, vintage, and contemporary cars) - Jermain Pettie, owner
 - Janna's International Dance Studio - Janna Beaufait, owner
 - Frank's Monster Munchies (food truck serving Southern California style Mexican food)
 - Phoebus High School's *Academy League 1.0 and 2.0* served 32 students. Students participated in Career and Life activities that could help them make better decisions for their future careers. Learning modules included the following:
 - All About Me - introduced themselves to bring out their skills and volunteer work
 - Career Assessment - completed a career assessment based on their interests
 - Personality Trait Assessment - completed a self-assessment of their personality traits
 - Resume Writing - prepared a resume for employment
 - Reality Check - discovered the cost of living through an experience that challenged them to determine, "How much does it cost for your lifestyle?"

- Studied ethics and moral responsibilities
 - Career Search - researched careers to focus on non-traditional careers
 - Money Matters - compared the average salaries of different industries based on the education level
3. ***Sophomore Summer Career Institute (2019)*** provided incoming 10th grade students a three week, approximately 84 hours, camp experience that incorporated instructional support, career exploration, enrichments, team-building activities, and hands-on workforce experience aligned with their college and career academy. In addition to working directly with business partners on relevant industry-related challenges, students met their individual academic needs through instructional support from highly-qualified instructors and access to cutting edge digital resources and research-backed instructional strategies. Students had the opportunity to earn original credit and credit recovery in core courses and credit advancement with a .5 CTE credit for Introduction to Business Information Systems Part A and Part B.

Year 2 Implementation Action: *Sophomore Summer Career Institute*

Community learning partners collaborated with academy teams to identify the investigative topics for each *Summer Career Institute* held July 15 - August 8, 2019. Employer partners mentored student teams as they worked to create solutions to relevant industry-related challenges. Personalized academic and related instructional support was provided to help students meet their individual academic needs. Students collaborated with teachers, business partners, and community members to identify ideas, research, investigate, and solve real-world business challenges presented by local organizations. The following experiences were designed to give students critical knowledge and meaningful skills, including teamwork and leadership, critical thinking, collaboration, communication, and personal responsibility.

Bethel High School - <i>Sophomore Summer Career Institute (2019)</i>			
Academy	Business Partner	# Students	Challenge
Governor's Health Sciences	Thomas Nelson Community College: Workforce	30	"Explore the Unknown" How can the growing number of medical aide and technician careers in the healthcare industry be easily accessed by students?

Law and Public Safety	Hampton Sheriff's Office	21	"Sheriff's Task Force" What job criteria can be established for academy students to be qualified applicants for a sheriff's deputy position upon graduation?
Transportation, Analytics, Information, and Logistics	Virginia Department of Transportation	21	"The Big Hick Up" How can you repair a bridge to an island while allowing the residents access to the mainland?
Media Arts and Design	National Institute of Aerospace	18	"Hit or Myth" How can the media be used to effectively change beliefs or myths?

Hampton High School - *Sophomore Summer Career Institute (2019)*

Academy	Business Partners	# Students	Challenge
Technology and Engineering	Warwick Mechanical Group	23	"Hire Me" How can a company become more visible, more appealing, more diverse and attractive to high school graduates?
Health, Human, and Financial Services	Alternatives, Inc. and Ethos Leadership Group	43	"RELATE to Me" How can middle school students overcome social and cultural differences to create healthy relationships to include proper social media etiquette?
Maritime and Construction Technology	Virginia Ship Repair Association	7	"Homegrown" Create a high school business recruitment model for the VA Ship Repair companies.

Kecoughtan High School - *Sophomore Summer Career Institute (2019)*

Academy	Business Partners	# Students	Challenge
Architecture, Environment, and Engineering	Hampton Community Development Resilience Team	25	"Sink or Swim" Devise a resilience design for the flooding at the intersection of Woodland Road and Fox Hill Road.

Teaching, Education, and Learning	Downtown Hampton Child Development Center	7	“Young Einsteins” How can exciting and creative science activities be incorporated within the Pre-K “Creative Curriculum”?
Entrepreneurship and Information Design	Dr. Kwame M. Brown, PhD	15	“Warrior Center” Create a student entrepreneur center that reinvents and re-imagines Warrior Pride!
On Stage: Performing Arts	The American Theatre	14	“Curtains Up” Design a theatrical venue that will create a space for community productions.

Phoebus High School - <i>Sophomore Summer Career Institute (2019)</i>			
Academy	Business Partners	# Students	Challenge
Academy of Cybersecurity, Engineering, and Robotics	Virginia Integrated Communication (Vicom)	12	“I.T. embrACERs” For a newly acquired venue, create a proposed business and the necessary technological infrastructure.
Academy of Hospitality and Tourism	Chesapeake Leisure, LLC	22	“Neighborhood Eats” Create a profitable, “portable” eatery and menu for the local community that will sustain competition and economic conditions.
Academy of Digital Video Production	Mellen Street Creative and SKY-4 TV	15	“The Pitch” Create an effective marketing campaign for the Downtown Phoebus Initiative that will entice area residents to patronize Phoebus

Sophomore Summer Career Institute 2019 enrolled 248 rising tenth graders. Over 68% participated an average of 11 out of the 16 days.

<i>Sophomore Summer Career Institute - 2019 Participant Data</i>					
	Bethel	Hampton	Kecoughtan	Phoebus	Division
Target	102	70	80	48	300
Enrolled	110	59	77	81	327
Served	90	48	61	49	248
% of Target	88%	69%	76%	102%	85%

Post implementation feedback was received from 152 students, 40 teachers, 12 of the 14 business partners.

<i>Sophomore Summer Career Institute - 2019 Stakeholder Feedback</i>		
Stakeholder	# Responses	Feedback Responses
Students	152 responded 248 participants	Encouraged Enrollment: <ul style="list-style-type: none"> ● 53.3% parent/guardian ● 21% student based on Challenge/topic ● 15.8% teacher/counselor/administrator Overall Satisfaction - 90% satisfaction Business Partner/Challenge - 92% satisfaction Teacher Team - 93% satisfaction Activities and Trips - 93% satisfaction Recommend to a friend - 78% yes
Staff	40 teachers	Ford NGL CBL Training - 78% satisfaction EEL Coordinator Communication - 93% satisfaction Business Partner Engagement - 98% satisfaction Student Engagement - 85% satisfaction Challenge Activities and Trips - 97.5% satisfaction
Business Partner	13 responses from 12 of 14 partners	Ford NGL CBL Training - 100% satisfaction CBL Development Process - 100% satisfaction EEL Coordinator Communication - 93% satisfaction Faculty Engagement - 92% satisfaction Student Engagement - 92% satisfaction Student Challenge Proposal - 100% satisfaction

4. ***Summer STEM Career Camp for Rising Sophomores (2020)*** is a new program created for summer 2020 for rising sophomores. *STEM Career Camp* provides students more in depth opportunities to explore the career pathway options as they transition from their Freshman Academy into their selected college and career academy as sophomores.

The 12 day, 60 hour STEM summer camp gives rising high school sophomores a chance to spend three weeks immersed in career and academic explorative STEM projects that incorporates three days of introductory learning activities in each of the Academies of Hampton four CORE career clusters: Business/Information Technology, Engineering and Technology, Health Sciences, and Public Safety. This extended learning time program uses a camp format to create greater career awareness while introducing concepts and technical content of the four career cluster pathways through hands-on, three-day micro-exploratory experiences within each career cluster. The four (rotating three-day) mini-camps within Career STEM Camp are co-led by academy teachers, and rising seniors within each of the career clusters. Through integrated experiences that allow the students

to explore, experience, and prepare for college and career, students have an opportunity to learn from content experts and peer mentors.

Year 2 Implementation Action: Summer STEM Career Camp for Rising Sophomores

The post-implementation review of the 2019 *Summer Career Institute* (SCI) included feedback from students, employer, teachers, and community partners. There was universal agreement that SCI, which provides an intensive academy specific experience, should be a work-based learning experience for rising juniors and seniors. Specifically, employers believed that rising sophomores who likely have had no industry-specific experience, or at most only an introduction course in their selected academy, do not have the prior knowledge or skills to most effectively take on a real-world business challenge. Prior to COVID-19, school administrators, academy coaches, and business and industry partners redesigned the summer learning experience for rising sophomores for summer 2020. The curriculum design changed from intensive, single focused PBL to a learning format that offers increased access and exploration of career opportunities in all four CORE career clusters: Business/Information Technology, Engineering and Technology, Health Sciences, and Public Safety. The rewritten curriculum created a three week (12 day), 60 hour Career STEM camp that aligned concepts and technical content of the four career cluster pathways and offered a hands-on, three-day micro-exploratory experience within each career cluster.

With schools closed and students unable to attend on-site programs, staff went to work to redesign *Summer STEM Career Camp for Rising Sophomores (2020)*. Using Zoom and Google Classroom platforms, the 2020 camp experience transitioned to a division-wide (versus building-based camps) virtual STEM camp with 3 one week sessions. Each camp session offered the four career cluster topics that were repeated each session. Rising sophomores, from each high school, were able to register for one, two or all three weekly camp sessions. To expand their career awareness and exploration, students attending more than one weekly camp chose a different career cluster topic each week in attendance. With this experience being implemented in Year 3, results will be reported for 2020-2021; however, enrollment, material kit pick-up, participation, and feedback from students, parents and teachers was very positive.

5. ***Summer Business Institute for Rising Juniors and Seniors (new 2020)*** is an intensive 4-week program that provides students with real-world challenges and offers opportunities that enhance students' preparation for college, career, and citizenship. Students investigate fascinating and challenging topics aligned with their career-themed academy. Business partners design challenge based learning experiences and mentor students to apply learned knowledge, skills, and personal abilities related to academics, research, and technical competencies to solve authentic, real-world issues. The students engaged in these comprehensive, 88-hour advanced challenged-based learning projects, working with business and education mentors who offered content expertise. In addition to having an opportunity to earn a 0.5 mentorship credit, students may also participate in personalized academic instructional programs that help them with credit recovery and advancement.

Year 2 Implementation Action: Summer Business Institute - Rising Juniors and Seniors (2020)

In 2019, this program was offered to sophomores, however, post implementation feedback from teachers, employer and community partners led to two recommendations for 2020. The first recommendation was to transition this program to rising juniors who will have had one year of academy instruction and experiences. It was also decided to change the name from the *Summer Career Institute* to the *Summer Business Institute* since the focus is on business mentoring and a specific real-world challenge. The second recommendation was to redesign the summer experience for rising sophomores and offer project-based learning experiences that enable students to continue to explore college and careers while also engaged in experiences that enable them to dive deeper in their exploration of the four core career clusters supported by the 16 academies and 41 offered career pathways.

With the summer 2020 programming, students with at least one year of academy and pathway related academic instruction and technical knowledge and skills will have the opportunity to participate in the *Summer Business Institute for Rising Juniors and Seniors*. With one to two years of their academy experiences, students will be better prepared to apply the academic and technical skills learned in their academy to authentically solve real-world, industry-specific challenges.

Prior to COVID-19 closing schools in March, employer partners and academy teachers and administrators identified the following challenges for the *Summer Business Institute for Rising Juniors and Seniors* planned for summer 2020 (YEAR 3 implementation).

Bethel High School - Summer Business Institute for Rising Juniors & Seniors (2020)		
Academy	Business Partners	Challenge
Governor’s Health Sciences	TNCC Health Sciences Department	“The Healthcare Road Map” Design a Healthcare Conference site map that illustrates career paths and hands-on displays
Law and Public Safety	Hampton Police Department	“Crime Files” Propose a system that captures important investigative evidence and details and at a crime scene
Transportation, Analytics, Information, and Logistics	Hampton University	“The Transit TrAIL” Develop a product that provides the advantages of a Bus Rapid Transit for high school youth
Media Arts and Design	WM Jordan	“The iCandy Consultant Group” Create an exciting branding campaign for the Newport News Tech Center using media arts and design

Hampton High School - *Summer Business Institute for Rising Juniors & Seniors* (2020)

Academy	Business Partners	Challenge
Technology and Engineering	Lee Telecom	“Built to Create” Create an engineering and IT telecommunications design that maximizes the cost and spatial effectiveness for a proposed office space focused on entrepreneurship and innovation.
Health, Human, and Financial Services	Versability	“On My Own, Earning My Way” Design an employment model for HCS students' with disabilities (18-21) to be hired by Versability
Maritime	Youth Sailing	“Shore to Sail” Upon learning basic water safety and sail boat skills and techniques, Maritime students will propose a Youth Sailing Cadet program.

Kecoughtan - *Summer Business Institute for Rising Juniors & Seniors* (2020)

Academy	Business Partners	Challenge
Architecture, Environment, and Engineering	Virginia Living Museum	“Turtle Island” Upon learning the essential elements of a habitat (food, water, shelter, space, arrangement) students will design and build a sustainable aquatic turtle platform.
Teaching, Education, and Learning	Downtown Hampton Child Development Center	“The Little Genius” Create a STEM learning lab for Preschool students
Entrepreneurship and Information Design	Va. Beach Fire and Rescue	“Call 911” Can students develop a marketing plan that appeals to the Gen-Xers and highlights the impact of VBFR volunteers and its importance to the City infrastructure?
On Stage: Performing Arts	1619 Exhibits	“History is NOW” How can students create a compelling theatrical performance about a specific event in history and use a presentation format that inspires repeat visits?

Phoebus High School - <i>Summer Business Institute for Rising Juniors & Seniors</i> (2020)		
Academy	Business Partners	Challenge
Academy of Cybersecurity, Engineering, and Robotics	ECPI Spectrum	“Breathe Easy” Engineer a prototype that transforms a manual resuscitator into a functional low cost ventilator.
Academy of Hospitality and Tourism	Chesapeake Leisure, LLC	“Made From Scratch” Create a variety of "signature" gourmet cookies, using a specialized mixing and production method, that local chefs accept to be served at a local celebratory event.
Academy of Digital Video Production	SKY-4 TV	“The Trickle Down” Create a multimedia pitch to increase advertising during an economic recession.

Due COVID-19 and the restrictions regarding on-site activities it was determined that offering the *Summer Business Institute* (SBI) virtually would significantly compromise the integrity of the SBI design and create significant, and in most cases insurmountable, challenges regarding business engagement and on-site experiences. Initially plans were developed and put in motion to delay SBI and offer it as a fall 2020 experience. However, when it was apparent that reopening school would not include in-person learning we made the difficult decision to cancel SBI and replace it with an alternative learning option that could be virtually offered. With the start of the school year, students will be offered Fall 2020 Virtual BizTalk “Real Conversations with Real People.” This series will offer 16 speakers from the second week of September to the third week of November who will each have two sessions sharing their personal and professional journey, changes in business culture and skills needed for the future.

6. **Career Contenders** enriches curriculum through competitions. Competitions can provide students with opportunities to gain both the content knowledge and process skills for success in college and careers. They help students build on their knowledge and understanding of specific-skills as they compete in competitions that foster collaboration and teamwork. Competitions also can help students develop a spirit of inquiry, enhance thinking and research skills, and enhance students' preparation for college, career, and citizenship. Students learn to collaborate with different personalities and gain a better understanding of how to handle conflicting ideas and opinions.

Career Contenders creates space and a place for students to demonstrate their developed skill sets as they work alongside business partners and industry sponsors in purpose driven challenges and student competitions sponsored by businesses, trade associations, and student organizations. *Career Contenders* provides the platform for young people to demonstrate their talents and accurately measure their ability to apply skills to authentic, real-world challenges while also offering a stepping stone to achieve their future career goals. Through industry-aligned competitions, students gain substantial experience as

they adopt innovative techniques, develop their ideas and skills, and present their work to authentic audiences

Year 2 Implementation Action: Career Contenders

Participation in *Career Contenders* is directly tied to each college and career academy's involvement with CTSO's or industry related local or regional competitions. The academy teachers and administrators with the 14 career-themed academies had plans in place for student participation in competitive opportunities and competitions that showcase student skills and talents.

Prior to COVID 19, students and teachers in several academies were engaged in competitions that complemented and enriched their classroom experiences. With teachers guiding them through the competition process, students had identified competitions that best suited their abilities and interests. However, with COVID-19 closing classrooms and bringing an abrupt halt to competitions, students did not complete their experiences in *Career Contenders*.

CONTENDERS 2019-2020		
High School/Academy	# Students	Competition Progress
Hampton - Health, Human and Financial Services	28	FCCLA: -students were enrolled and preparing for the state competition in a multitude of categories, including leadership, career investigation, service project, job interview, nutrition and wellness.
Phoebus - Cybersecurity, Engineering, & Robotics	27	First Robotics Competition: The <u>First Robotics Team</u> competed in regional competitions on November 2 and March 6 - 8, 2020. Students were in the process of making additional modifications to their robot for the next regional competition that was scheduled for April 2 - 5, 2020, which was cancelled due to COVID.
Phoebus - Hospitality & Tourism	17	HUNCH (High School United with NASA to Create Hardware): culinary students competed in the regional competition and qualified for the national competition. The challenge was creating a recipe, within specific requirements, to be used on the international space station. National competition was cancelled.
Phoebus - Hospitality & Tourism	17	ProStart: students were preparing for Virginia's <u>Prostart</u> competition, which was cancelled.
Phoebus - Hospitality & Tourism	12	FCCLA: students were enrolled and preparing for the state competition in a multitude of categories, including event management, hospitality and tourism, job interview, and career investigation. The competition was cancelled.
Phoebus-Digital Video Production	12	Skills USA: students prepared for SkillsUSA regional competition by making a promotional video from concept to completion in a time constraint of four hours. The competition was cancelled.
Kecoughtan-On-Stage Performing Arts	23	Set Design and Performance: students planned a performance by creating a play and designing the set design. Design materials were being ordered when schools closed.

7. *Career Contenders Extreme* brings together students from all four schools, eight academies and 14 pathways, students to collaborate in the design, build, market, and completion of an extreme STEM+ community challenge. Similar to *Career Contenders*,

this EEL program places young people in authentic, real-world challenges that allow them to demonstrate their talents and accurately measure their ability. However, unlike the other strategies (including *Career Contenders*), *Career Contenders Extreme* uses a vertically aligned framework in instructional sequences, enriched learning experiences, materials, and practices across 9–12 grade.

Students collaborate as they explore, apply, integrate, and cross-pollinate their academy experiences while developing and advancing their technical skills. This student-driven, teacher-facilitated, and business-partner supported learning experience introduces students to the fundamentals of project management and offers them the opportunity to practice and apply newfound knowledge and technical skills.

Year 2 Implementation Action: *Career Contenders Extreme*

Hampton City Schools partnered with The Flying Classroom, a business that is revolutionizing learning by engaging students in extreme, challenging, real-world, hands-on projects to schools across the country. The Flying Classroom’s cutting-edge STEM curriculum provides access and the tools to investigate current global challenges aligned to national/state standards. Students develop critical thinking, collaboration, communication, and creativity skills as they navigate the challenge.

Students will be challenged to redesign a houseboat into a working flexible STEM+ Learning Lab. Students will not only help to build the floating lab/classroom, but will have a permanent platform to do ongoing research that will align with our coastal resiliency and environmental protection strategic priorities. This will be the first challenge of its kind and will be named The FLOATING Classroom.

Students from multiple academies and pathway programs will have a role in this challenge. Each academy and pathway engaged in *Career Contenders Extreme* is aligning curriculum to this project and integrating virtual and authentic hands-on experiences for students. With the help of our community and business partners, The FLOATING Classroom will become a permanent ongoing educational resource for Hampton City Schools and the Hampton community.

The project has been revealed to and supported by the *Academies of Hampton* Steering Committee and Hampton School Board. The academy leadership who will support the project (academy principals, coaches, and lead teachers) received the initial phase of training that consisted of program introduction and phase one visioning and framing. Educators were preparing for their community expedition when the project was abruptly halted due to Covid-19. The project is currently being revisioned and reframed to be integrated into the virtual classroom setting.

8. ***BizTalk*** offers on-site and virtual opportunities for career-curious students to hear from accomplished professionals through inspirational talks. Career professionals and industry experts bring real-world relevance and career exposure as they share their road toward success or experiences in their career field. BizTalk, an extended learning time program, gives students an opportunity to meet with business people who share their passion for their work while talking about their careers and describing what they do and how they do

it. Each BizTalk, presented throughout the school year by employers, community partners, and past alumni, helps young people develop the workplace readiness, personal, and professional skills needed in college and careers. BizTalk topics will appeal to different groups of students based on their personal and career interests and goals, therefore, BizTalk is open to any student, regardless of their academy and pathway.

Year 2 Implementation Action: BizTalk

Bethel High School piloted the *BizTalk* series and designed these “power hour” presentations as pre-employment experiences for students interested in the City of Hampton’s Summer Youth Employment Program. Career professionals and industry experts brought real-world relevance and career exposure to students through in person *BizTalks*. These “power hours” gave students an opportunity to meet with business people who share their passion for their work while talking about their careers and describing what they do and how they do it. Through Q & A, students received well-earned words of advice from people with direct experience in the field and gained a deeper understanding about the career opportunities in various industries.

Prior to mandatory school closures due to COVID, *BizTalks* had seven events on the schedule, one a month from December 2019 to June 2020.

- **December 2019 - Finding a job** *The Talk- Finding the Right Job*

Participants: 18 students attended, 15 females and 3 males

Presentation: An employee at a local veterinarian practice, Haley Reichenbock, shared her journey about how her career exploration in an area of personal interest impacted academic goals and led to career decisions.

Story: At age 16, Ms. Reichenbock accepted a part-time job at a Vet Clinic. The job allowed her to do what she wanted, play with the dogs, but it also required that she care for the animals by feeding, exercising and cleaning up after the animals. While she didn’t like the “clean up” part of the job, the overall experience allowed her to truly explore the profession and confirmed that she did want to become a vet. Her work experience helped her become focused on her career goals. She shared that the skills she learned early allowed her to make good decisions about her career path. She told students that the first hand, real world experiences helped her see the alignment between what she was learning in school and her career goals, so she felt like the job actually made her a better student!

Today, she is a student at Virginia Tech pursuing a career as a veterinarian. She continues to build her resume by interning with the veterinarian during school and summer breaks.

Activity: Students were introduced to the Summer Youth Employment Program (SYEP), which offers 200-hour paid summer internships aligned with personal interests and career pathway goals. Along with learning about the application process and the required employment documents, they were assigned a worksheet that allowed them to begin preparing their resumes.

- **January 2020 - Resumes** *The Talk- First Impressions*

Participants: 16 returning students from the first session 14 females and 2 males

Presenter: Kacie Futrell and Pam Croom, workforce development professionals

Story: Ms. Futrell and Ms. Croom spoke to resume writing and how everyone had something to share. She spoke on various resumes she has seen and how it reflected

on the applicant. She identified common mistakes on resumes that are deal breakers for employers because they give a bad first impression and can cost you the job. She then shared ideas that can make your resume “pop” and stand out from the rest.

Things that our students could use as well.

Activity: Students used the worksheets they completed at the first session to begin preparing resumes. Three mentors assisted the students with writing resume content, stressing qualitative and quantitative information.

- **February 2020 - SYEP Program** *Applications*

Participants: 100% retention from session 2 with all 16 returning students returning 14 females and 2 males

Activity: Students received the SYEP application and showed how their resume could assist them in completing their application. Students completed the SYEP Application online.

- **March 2020 - SYEP Program** *The Interview Talk*

Participants: 15 returning students returned from the first session 13 females and 2 males

Presenter: Kacie Futrell and Pam Croom, workforce development professionals

Story: Ms. Futrell and Ms. Croom addressed the importance of good interview skills. The resume got you in the door, a good interview is crucial to being offered the job. They helped prepare students for the interview process by bringing an awareness of how to use the interview to connect with the employer and give them an opportunity to get to know you.

While sharing what to do before, during and after an interview, both speakers used real stories about interviews that went well and ones that did not land the applicant a job. They told a story about one lady who showed up to an interview with rabbit slippers on, while all the students laughed they also got the point - she did not get the job!

Activity: Through a role-playing activity, students practiced the skills and language they need for a successful interview. They practiced entering a room, shaking hands, making eye contact, and handling the small talk that typically takes place prior to the interview. Students then practiced responding to interview questions and how to ask clarifying questions during the interview. Students also learned that the final question usually asks the applicant if they have any questions or anything else to share, and how to use this opportunity to share important and relevant information about themselves and their qualifications that may not have been revealed during the interview.

- **April - June 2020 Pre Employment Series** (virtual experiences due to COVID)

No in person interviews were given. Virtual interviews were offered to students who submitted acceptable applications and resumes. SYEP received 22 applications from Bethel High School students, including the 15 students who attended in the first four *BizTalks* offered prior to COVID-19 closing the schools. All 15 *BizTalk* participants were offered an opportunity to interview for a SYEP paid internship.

- **May - June 2020 - Employment Interviews**

Eleven students interviewed for SYEP jobs and six (4 females and 2 males) were selected for this year's internships with the SYEProgram. Four declined their SYEP interviews as they had already secured summer employment. Ten students, 66.7% of engaged *BizTalk* students, secured summer employment. The student and employer feedback on these experiences, which are taking place in Year 3 implementation will be reported on in FY 2020-2021 reports.

Challenges: Ensure that students receive an internship aligned with their pathway and interest. Employers wanted to place students in internships aligned with their career academy and ideally with their pathway interest. However, during the interviews, some students did not share their academy choice and some answered questions based on what they thought the employer wanted to hear rather than sharing their authentic interest. As a result, we had one young man moved two times before his placement was actually appropriately aligned. Next year, processes will be in place that provide employers basic academy and pathway information about students being interviewed.

9. ***Summer Internship*** extends the fundamental teaching and learnings of industry exploration and career immersion from the traditional school day to the out-of-school time through an employer engagement model that develops and supports short term work-based learning options. Students use their technically developed skills to enhance a local organization through internship opportunities aligned with their academy and career pathway. Paid and unpaid internships provide students with real world work and career-related experiences. *Summer Internships* allow students to explore career options, gain on-the-job work skills, and help ease the transition from the classroom to work.

Year 2 Implementation Action: Summer Internships

During the summer of 2019, the city of Hampton redirected 30 of its 80 youth employment opportunities to the EEL program with the expressed purpose of engaging academy students in an internship opportunity that connected their academy and pathway instruction to the real world. Students accepted 10-week (20 hours a week) paid summer employment with local government, businesses, and non-profit organizations. Employers included National Park Service at Fort Monroe, Newport News Court Services, and the Hampton Senior Center. All 30 young people reported positive experiences and that the summer internship program allowed them to gain significant work experience while exploring long-term career options.

Planning the summer internships opportunities requires advanced planning, preparation, and coordination for the employer and the students. Year 2 Implementation provided direct support to students engaged in the 2019 summer internships and planning and organizing for 2020 summer internships. Prior to COVID-19 shutting schools down, employers had committed to hosting interns and students had been recruited and begun their pre employment preparations. However, COVID-19 restrictions impacted the overall number of opportunities and 42 students are expected to work 20-25 hours a week from July 6 through September 9.

All work experience, whether it is volunteer work, internships, or part-time employment, offers valuable career-related experience in a real world environment. With the goal of ensuring success in the workplace the following steps have been implemented to support students engaged in on-the-job experiences:

- During the academic year and prior to beginning their internships, students participate in training focused on “soft” skills and workplace etiquette such as punctuality,

attendance, reliability, and timely task completion.

- All interns receive 24 hours pre-employment training that provides basic information and skills required for employment. Through a hybrid of blended face-to-face meetings and online work, students complete the key employment policy modules:
 - Kronos timekeeper
 - Google/Facebook/Instagram/ Social Media Certification
 - Risk management with OSHA WorkSite Safety training
 - FirstAid and other work-related emergency reporting training
 - Generations in the Workplace (communications) training,
 - Hampton Roads Jobs for Life Network Affiliation
 - Conflict resolution
 - Financial literacy
 - Customer/ self presentation skills training
- Employers provide business and industry specific orientation and training on the actual job and related responsibilities.
- Throughout the internship, all students attend mandatory meetings with their employer and Academy “success” Coach. During the meetings, the employer provides constructive feedback on performance and workskills, students reflect on their experience, and the employer and student set professional goals designed to assist the student's growth. The academy coach provides employers and students whatever support is needed to make the internship experience a success for all parties.

YEAR 3 Implementation report will provide outcomes and student demographics related to the *2020 Summer Internship Programs*. However, HCS is excited to report that 20 businesses and nonprofit organizations remain committed to providing students with opportunities that further expand their knowledge in their chosen field while giving them practical, real-world skills. The following businesses will provide 42 students with 200 hour (20-25 hours a week) internships that align with the student’s course of study.

- Hampton City Schools - Athletics Department
- Bluebird Gap Farm
- Buckroe Beach
- Community Knights
- Convenient Healthcare
- Hampton Department of Social Services
- ETHOS
- Ft Monroe Community Center*
- Ft Monroe Stewardship
- Hair 4 U
- Hampton Sheriff’s Department
- Little England Cultural Center
- Luxureyes
- Mekos
- Newport News Sheriff’s Department
- Queens Crown
- Sandy Bottom Nature Park
- The Upper Room Experience
- Therapeutic Recreation
- West Hampton Community Center

*Ft Monroe site is the only one that will start with virtual internships due to COVID-19. All Ft. Monroe jobs will move to onsite physical employment at the end of July.

Overall ELL Results:

Program Implementation: As previously described, COVID-19 closure of schools presented unique challenges and obstacles in Year 2 Implementation of new EEL activities and redesigned programs based on post implementation reviews from Year 1.

- *2019 Summer Bridge, 2019 Summer Business Institute* and *2019 Summer Internships* were fully implemented as designed.
- *Academy League 1.0 and 2.0, Contender, and BizTalks* were initially implemented as on-site, in-person programs and transitioned to virtual programs when schools closed.
- *Career Contenders Extreme* initial implementation steps started January 2020, however, with schools closed for the foreseeable future, this learning experience is currently being revised and reframed to be integrated into the virtual classroom setting until we can bring students back into an onsite experience.
- *Summer Bridge, Summer STEM Career Camp for Rising Sophomores, and Summer Business Institute for Rising Juniors & Seniors* programs scheduled for 2020 were planned and initial implementation steps completed and then revised due to COVID 19 during the Year 2 Implementation year. Results will be reported in FY 2020-2021 reports.

Targeted Recruitment: It is the vision of EEL to assist students in discovering their talents and finding their passions. Through academic remediation, career awareness and exploration activities, and project and challenged based learning, EEL programs help to bring meaning to the student’s academics. EEL goals and outcomes are designed around Hampton City Schools’ divisional goals related to on time graduation rates, promotion rates, attendance, discipline, and on-target academics. While EEL serves all students, targeted recruitment is directed at students who are struggling to stay at grade level.

A key indicator for EEL is the recruitment of students considered at risk. EEL implemented targeted, personalized recruitment strategies to engage student groups historically underrepresented in college and high-wage careers. In 2019-2020 students enrolled in the key EEL programs (*Summer Institute, Academy League 1.0 and Academy League 2.0*) possessed the following characteristics:

Target Population	Year 2 Implementation Participants
Students of color	<ul style="list-style-type: none"> ● 82% of all EEL participants were students of color ● 86 to 87% of the students in specialized academic remediation and enrichment services were students of color
Special Needs (Special Education and 504)	<ul style="list-style-type: none"> ● 24% of all EEL participants required special educational services ● 27% of <i>2019 Summer Business Institute</i> students attempting credit recovery required special educational services ● 25.5% of sophomores in <i>Academy League 2.0</i> required special educational services
Economic Disadvantaged	<ul style="list-style-type: none"> ● 58% qualified for free and reduced lunch

Engagement: EEL expanded access to, and engagement in, afterschool, Saturday and summer programs that offer enrichment, college and career exploration, and academic support.

Students served by EEL Program - Year 2 Implementation				
2019-2020 Programs	Grade	Served	Remediation	Served
Summer Bridge	9	788		
Academy League 1.0	9	267	See Academy League 2.0	
Summer Institute	10	255	Credit recovery or advancement	210
Academy League 2.0	10-11	241	AL 1.0 and 2.0 remediation	103
Extended Remediation	9-10	156		156
Summer Internship	11-12	30		
Contenders	11-12	89		
Extreme Contenders		Delayed to FY 2020-21		
BizTalk	10-12	18		
Total Served	9-12	1,844		

Academic Credit: Remediation and academic support is embedded in a majority of EEL programs. During Year 2 Implementation, the *2019 Summer Career Institute (SCI)*, offered credit recovery and credit advancement opportunities. Of the 255 students engaged in SCI, 210 attempted to earn 233 credits. They earned 121 credits - 38 credits were recovered and 83 advanced (new) elective credits were achieved.

2019 Summer Institute Credit Recovery and Remediation - Year 2 Implementation

	BHS	HHS	KHS	PHS	DIVISION
Students	83	46	30	48	210
Credit Attempted	89	57	32	55	233
Credits/Earned/%	46/52%	44/77%	8/25%	23/42%	121/52%
Credit Recovery Earned	16	14	5	3	38/31.4%
Credit Adv Earned	30	30	3	20	83/68.6%

Post implementation analysis of the student data revealed many SCI students enrolled with two goals: 1) participate in a unique and interesting real-world challenge and 2) recover a full year credit. In review it was determined that it is unrealistic for students to recover a significant part of a course credit in 16 days and limited hours. Therefore, students enrolling in SCI should be those needing to recover a semester or less and students needing greater recovery should enroll in the divisional summer school program.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served

EEL programs are designed to help students know why school matters and understand the connection between what they do today and what they want to do tomorrow. EEL programs create a meaningful and comprehensive context for learning through career-relevant, real-world learning experiences that build the connection between academic courses and students' occupational career interests, their future job opportunities, and the business skills needed to succeed at work. The following EEL programs incorporate academic and instructional support in project-based and challenged-based learning, enrichments, and other work-based experiences.

Freshman Summer Bridge - Year 2 Implementation

Total Days of Instruction	4 days
Hours of instruction per day	16 hours per day
Time of program operation in relation to the school year	One week during the 11 week summer break
Length of the program	4 days
Dates of operation	August 12-15, 2019
Content areas addressed	<p>The redesigned program in 2019 used a new curriculum and project-based learning format to ensure incoming freshmen feel confident about the transition to high school and are comfortable and excited about starting high school.</p> <ol style="list-style-type: none"> 1. Instructional interventions reviewed key math and English concepts and focused on academic transitions and study skills 2. Enrichment activities supported social transitions and understanding high school culture and expectations 3. Career-driven, project-based learning (PBL) designed for <i>self, career, and industry exploration</i> while allowing career cluster exploration aligned with 16 college and career academies and 41 offered pathways
Student enrollment total by demographics and grades or programs served	<p>788 rising HCS freshmen participated in Summer Bridge in 2019. This was an increase of 7.5% over baseline of 735 in 2018.</p> <p>Gender: 52.8% female, 47.2 male</p> <p>Race: Asian 1.5%, 65.9% Black, 5.1% Hispanic, 22% white, .3% Hawaiian, 5.3% Multi-Racial</p> <p>Disability: 11% SWD, 8.6% 504, 80.3% not SWD</p> <p>Economic: (Free and Reduced Lunch) 53.2% Econ Disadv, 46.8 Not Econ Disadv.</p>

Academy League 1.0 - Freshman (Design prior to COVID) - Year 2 Implementation	
Total Days of Instruction	5 to 7 Saturdays & 28 to 35 after school sessions -55 hours
Hours of instruction per day	Varies - Saturdays (9:00 a.m. to 1:00 p.m.) After school sessions (3:15 to 4:15 p.m.)
Time of program operation in relation to the school year	½ academic year.
Length of the program	5 months
Dates of operation	January - June 2020
Content areas addressed	<p>Academic instruction integrated into work-based enrichment activities helps students prepare for success in college, careers, and life.</p> <ol style="list-style-type: none"> 1. Real-time academic support helps students achieve expected competencies in core academic skills 2. As an inquiry-based learning method driven by students' interests, the PBL experiences boost student motivation while helping them develop real-world technical and 5Cs skills. 3. <i>My Future, My Journey Career Expo</i>, supported by nearly 100 local employers, offers increased access to and exploration of the AoH four CORE career clusters: Business/Information Technology, Engineering and Technology, Health Sciences, and Public Safety. 4. <i>Commitment to Graduate</i> activities and ceremony reinforces the importance of a high school diploma and encourages students to stay focused on their personal, academic, and career goals.
Student enrollment total by demographics and grades or programs served	<p>Bethel High School: Gender: female 64.58%, male 35.42% Race: Black 83.33%, Hispanic 6.25%, White 10.42%, Disability: not SWD 85.42%, SWD 4.17%, 504 10.42% Econ Disadv: econ disadv 54.17%, not econ disadv 45.83</p> <p>Hampton High School: Gender: female 58%, male 42% Race: Asian 4%, Black 84%, White 6%, Multi-racial 6% Disability: not SWD 84%, SWD 8%, 504 8% Econ Disadv: econ disadv 40%, not econ disadv 60</p> <p>Kecoughtan High School: Gender: female 52.11%, male 47.89% Race: Asian 1.41%, Black 60.56%, Hispanic 2.82%, White 28.1%, Multi-racial 5.63%</p>

	<p>Disability: not SWD 77.46%, SWD 15.49%, 504 7.04%</p> <p>Econ Disadv: econ disadv 47.89%, not econ disadv 52.11%</p> <p>Phoebus High School:</p> <p>Gender: female 45.92%, male 54.08%</p> <p>Race: Black 72.45%, Hispanic 7.14%, White 13.27%, Multi-racial 7.14%</p> <p>Disability: not SWD 75.51%, SWD 17.35%, 504 7.14%</p> <p>Econ Disadv: econ disadv 54.17%, not econ disadv 45.83</p> <p>Academy League 1.0 Total</p> <p>Gender: female 53.2%, male 46.8%</p> <p>Race: asian 1.1%, black 73.4%, Hispanic 4.5%, white 15.4%, multi-racial 5.2%</p> <p>Disability: not SWD 79.4%, SWD 12.7%, 504 7.9%</p> <p>Econ Disadv: econ disadv 54.17%, not econ disadv 45.83</p>
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<i>Summer Career Institute - Rising Sophomores (2019) - Year 2 Implementation</i>	
Total Days of Instruction	16 days
Hours of instruction per day	5.5 hours
Time of program operation in relation to the school year	Four weeks during the 11 week summer break
Length of the program	Four weeks
Dates of operation	July 15 - August 8, 2019
Content areas addressed	<p>Students investigated challenging topics, real-world experiences relevant to industries and employers.</p> <ol style="list-style-type: none"> 1. Instructional support helps students catch up and stay on track through credit recovery or get ahead through additional learning and accelerated programs. 2. Engagement in business-driven, real-world challenges allow students to explore careers, see the link between academic instruction and work, and make the connection to their future college and career goals. 3. Team-building activities reinforce 21st century workplace/5Cs skills development. 4. Hands-on workforce experiences, aligned with their college and career academy, let students gain insight into the world of work and provide an opportunity to work with and learn from employers.
Student enrollment total by demographics and grades or programs served	<p>Bethel High School: Gender: female 50.62%, male: 49.38% Race: Asian 1.23%, Black 72.84%, Hispanic 4.94%, White 9.88%, Hawaiian 1.23%, Multi-racial 9.88% Disability: not SWD 69.14%, SWD 20.99%, 504 9.88% Econ Disadv: econ disadv 60%, not econ disadv 40%</p> <p>Hampton High School: Gender: female 37.5%, male 62.5% Race: Asian 3.75%, Black 79.79%, Hispanic 8.93%, White 8.93%, Multi-racial 1.79% Disability: not SWD 76.79%, SWD 17.86%, 504 5.36% Econ Disadv: econ disadv 60%, not econ disadv 40%</p> <p>Kecoughtan High School:: Gender: female 41.94%, male 58.06% Race: Asian 1.61%, Black 46.77%, Hispanic 8.06%, White 32.26%, Multi-racial 11.29% Disability: not SWD 79.03%, SWD 6.45%, 504 14.52% Econ Disadv: econ disadv 50%, not econ disadv 50%</p> <p>Phoebus High School: Gender: female 38.46%, male 61.54%</p>

	<p>Race: Asian 1.92%, Black 75%, Hispanic 1.92%, White 7.69%, Multi-racial 13.46%</p> <p>Disability: not SWD 65.38%, SWD 23.08%, 504 11.54%</p> <p>Econ Disadv: econ disadv 26.92%, not econ disadv 73.08</p> <p>Summer Institute Total</p> <p>Gender: female 43.1%, male 56.9%</p> <p>Race: Asian 2%, Black 67.8%, Hispanic 6.3%, White 14.5%, Hawaiian .4%, Multi-racial 9%</p> <p>Disability: not SWD 72.8%, SWD 16.9%, 504 10.2%</p> <p>Econ Disadv: econ disadv 60%, not econ disadv 40%</p>
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Academy League 2.0 - Sophomores - Year 2 Implementation	
Total Days of Instruction	5 to 7 Saturdays & 28 to 35 after school sessions -55 hours
Hours of instruction per day	Varies - Saturdays (9:00 a.m. to 1:00 p.m.) After school sessions (3:15 to 4:15 p.m.)
Time of program operation in relation to the school year	½ academic year.
Length of the program	5 months
Dates of operation	January - June 2020
Content areas addressed	<p>Academic instruction integrated into work-based enrichment activities engages students in programs that prepare them for success in college, careers, and life.</p> <ol style="list-style-type: none"> 1. Real-time academic support helps students achieve expected competencies in core academic skills 2. As an inquiry-based learning method driven by students’ interests, the PBL experiences are aligned with the student’s college and career academy 3. The learning experience is designed to boost student motivation while helping them develop real-world technical and 5Cs skills.
Student enrollment total by demographics and grades or programs served	<p>Bethel High School: Gender: female 45.1%, male: 54.9% Race: Asian 0%, Black 76.47%, Hispanic 1.96%, White 9.80%, Hawaiian 0%, Multi-racial 11.76% Disability: not SWD 64.71%, SWD 19.61%, 504 15.69% Econ Disadv: econ disadv 58.86%, not econ disadv 43.1%</p> <p>Hampton High School: Gender: female %, 51.61male 48.39% Race: Asian 1.61%, Black 70.9%, Hispanic 6.45%, White 11.29%, Multi-racial 9.68% Disability: not SWD 72.58%, SWD 11.29%, 504 16.13% Econ Disadv: econ disadv 69.64%, not econ disadv 30.6%</p> <p>Kecoughtan High School: Gender: female 62.35%, male 37.65% Race: Asian 2.35%, Black 41.18%, Hispanic 10.59%, White 41.18%, Multi-racial 4.71%</p>

	<p>Disability: not SWD 83.53%, SWD 5.88%, 504 10.58%</p> <p>Econ Disadv: econ disadv 41.8%, not econ disadv 58.82%</p> <p>Phoebus High School:</p> <p>Gender: female 46.51%, male 53.49%</p> <p>Race: Asian 2.33%, Black 51.16%, Hispanic 6.98%, White 27.91%, Multi-racial 11.63%</p> <p>Disability: not SWD 72.09%, SWD 20.93%, 504 6.98%</p> <p>Econ Disadv: econ disadv 44.19%, not econ disadv 55.81%</p> <p>Academy League 2.0 Total</p> <p>Gender: female 53.1%, male 46.9%</p> <p>Race: Asian 1.7%, Black 58.1%, Hispanic 7.1%, White 24.5%, Hawaiian 0%, Multi-racial 8.7%</p> <p>Disability: not SWD 74.7%, SWD 12.9%, 504 12.4%</p> <p>Econ Disadv: econ disadv 51%, not econ disadv 49%</p>
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<i>BizTalks - Year 2 Implementation</i>	
Total Days of Instruction	4 in person (7 planned)
Hours of instruction per day	1 hours pre employment preparation for SYEP
Time of program operation in relation to the school year	After School during academic year
Length of the program	Once a month for 7 months
Dates of operation	December 2019 - June 2020
Content areas addressed	<p>Pre employment preparation for students planning to apply for summer employment or internships.</p> <ol style="list-style-type: none"> 1. Role of volunteering, internships and work experiences in career exploration and helping to achieve college and career goals 2. How to search for opportunities that align with interests and goals 3. Resume preparation 4. Application process 5. Interview etiquette and skills
Student enrollment total by demographics and grades or programs served	<p>30 HCS students were placed SYEP positions, 27 were in internships aligned with their academy/pathway.</p> <p>Gender: female 63%, male 37%</p> <p>Race: Black 87.5%, Multi-racial 12.51%</p> <p>Disability: not SWD 93.75%, SWD 6.25%</p> <p>Econ Disadv: econ disadv 37.5%, not econ disadv 62.5%</p>

<i>Summer Internship Program - Year 2 Implementation</i>	
Total Days of Instruction	40-50 days (200 hours)
Hours of instruction per day	4-5 hours a day - worksite employment, 20 hours a week
Time of program operation in relation to the school year	Varies by employer/job site
Length of the program	10-week paid summer employment program
Dates of operation	June 17 - Aug 30, 2019
Content areas addressed	<p>Summer internships provide rising 11th and 12th grade academy students workforce experience and job skills training needed to succeed in life after high school. Whether paid or unpaid internships are aligned with career pathways and provide students opportunity to integrate classroom knowledge and theory with practical application and skills learned in workplace settings.</p> <p>6. Pre-employment training focuses on soft, professional skills, such as collaborating with coworkers and professional etiquette.</p> <p>7. Job-skills training by employer</p>
Student enrollment total by demographics and grades or programs served	<p>30 HCS students were placed SYEP positions, 27 were in internships aligned with their academy/pathway.</p> <p>Gender: female 62.96%, male 37.04%</p> <p>Race: Asian 3.70%, Black 85.19 %, Hispanic 3.7%, White 7.41%</p> <p>Disability: not SWD 85.1%, SWD 11.11%, 504 3.7%</p> <p>Econ Disadv: econ disadv 48.15%, not econ disadv 51.85%</p>

5. Description of teachers’, parents’, and the community’s involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

The Academies of Hampton’s foundation is built on strong school-community partnerships focused on helping students acquire knowledge, skills, and experiences in academics and workforce readiness proficiencies. The community’s engagement provides students the experiences they need to develop the personal, social, and emotional competencies needed in order to engage in deep life-long learning.

By aligning classroom instruction and experiences with extended learning opportunities, HCS provides academically and developmentally rich experiences that help students meet high expectations and rigorous standards, maximize student learning, and connect the dots between instruction and 21st century careers. EEL programs increase the amount of time for instruction, enrichments, and work-based strategies that help students graduate with the academic credit and industry

credentials valued in postsecondary education and the workforce. EEL work is defined and supported by internal and external stakeholders, also known as, our learning partners.

Internal HCS Partners: Teachers, faculty, staff, and division leadership ensure the EEL strategies and related curriculum reinforce academic learning while helping students make the connection between today's classroom experiences and their future. Academy teachers and administrators have been instrumental in challenging traditional teaching methods, incorporating innovative practices in student learning experiences, and orchestrating a complete overhaul of the school division's programs, policies, and structures. The following activities demonstrate how each high school has expanded learning opportunities, improved outcomes for all students, and supported the success of all educators:

- Engage in ongoing professional development focused on creating a climate and culture that leads to effective collaborative relationships between the core academic and CTE teachers, a school counselor, academy principal, and academy coach
- Share ideas about how to build positive relationships with students and how to create learning environments and experiences where students feel safe and actively engaged in academic and work-based learning activities
- Explore new approaches and innovative strategies that help students acquire the knowledge, skills, and abilities to apply their learning in real-world environments
- Write effective, engaging, fun, interesting, student-driven projects focused on solving real-world challenges
- Recruit and collaborate with community learning partners who create greater relevance and rigor in instruction and student learning experiences
- Work with local employers and businesses to design and offer experiences that allow students to see the relevance of the content and skills they are learning while demonstrating understanding of their learning in a manner that closely mirrors workforce expectations
- Develop and integrate PBL and CBL experiences in afterschool, Saturday, and summer EEL programs
- Identify and plan on site and virtual community and worksite visits
- Influence new program development and revisions to existing programs
- Ensure implementation of EEL experiences are congruent with the design and achieve intended outcomes
- Give constructive feedback throughout the planning and implementation process and through post implementation assessments

Parent Partners: Improving student outcomes is strongly influenced by positive relationships with parents who feel valued by the schools and are committed to supporting their child’s journey. EEL continues to be very intentional in its efforts to involve and engage parents. The following ongoing parent engagement strategies are used to support each EEL activity.

- Provide opportunities for input in program development and feedback on implementation through feedback surveys, and engagement in celebratory events and activities.
- Notify parents of upcoming events and activities through mailers to include letters and brochures, robo calls, and “Remind” on-line notifications.
- Use registration and permission forms and parent orientation nights to communicate EEL enrichment and work-based learning experiences and review the benefits of EEL programs, as well as, emphasize the opportunity for credit recovery and SOL remediation.
- Invite parents to attend students’ final PBL/CBL presentation
- Work with the Special Education Parent Advisory Council to ensure inclusion of students with special needs in the enrichment experiences and activities
- Make personal calls to parents whose students are identified as academically off track

Industry and Community Learning Partners: As EEL learning partners, employers, industry leaders, career professionals, and postsecondary leaders serve as field and subject matter experts. They ensure instructional content and experiential learning experiences are relevant, align with real workplace scenarios, and reflect the skills required for related professions. They are engaged in planning, implementing, and sustaining EEL strategies that prepare students for college, career, and life. The following examples demonstrate how EEL and Academies of Hampton learning partners transform teaching and learning and help to create authentic learning experiences that allow students to apply their learning to solve community challenges, and inspire young people to achieve greatness.

- Engage students in hands on, interactive learning experiences at career expos
- Open up their workspaces for student tours that offer a deeper dive into the business that helps students develop an enduring understanding of the industry
- Support CTE related dual enrollment courses, career-aligned camps, and opportunities to earn industry valued credentials
- Host college tours
- Build community-connected partnerships that give educators the knowledge, experiences, and tools to align learning experiences in the classroom with in-demand and emerging employer competencies
- Collaborate with academy teams to create curriculum that integrates real-world challenges and exposes students to authentic training and tools used by industry
- Expose teachers to current workplace practices and, through hands-on learning experiences, inform them about business and industry trends, skill requirements, and opportunities in industries that affect their students
- Bring real-world relevance and career exposure to all students, through in person and

virtual learning experiences, when they share their passion for their work while talking about their careers and describing what they do and how they do it.

- Play a key role in creating project and challenge based learning experiences
- Mentor students
- Offer students real world learning experiences that allow them to explore careers and industries or take a deeper dive in careers that align with academy and pathway through job shadowing, internships, and summer employment
- Champion the academies and extended learning programs with industry, employers, policy and decision makers, and the community at-large

Through their actions, Hampton’s community-connected partnerships are knocking down school walls, literally and figuratively, and opening our classrooms to the community. EEL provides learning environments and experiences that connect students to subject matter experts who share their knowledge, skills, expertise, and passion with our students. The following community-connected learning experiences provide students with real world experiences while helping to inspire the next generation of workers and leaders.

Wall-to-Wall Community-Connected Learning	09	Self, Career, and Industry Exploration	<ul style="list-style-type: none"> ● Summer Bridge ● Success 101 ● Site Visits (Business and College) ● Guest Speakers ● Career Exploratory Event
	10	Industry and Career Exploration	<ul style="list-style-type: none"> ● Site Visits ● Guest Speakers ● Summer Extended Learning ● Workplace Experience ● Youth Pre-Apprenticeship
	11	Career Exploration and Immersion	<ul style="list-style-type: none"> ● Career Exploration and Immersion ● Summer Internship ● Youth Apprenticeship ● Job Shadow ● Dual Credit ● Industry Certifications
	12	Career Immersion	<ul style="list-style-type: none"> ● Internship ● Cooperative Work Experience ● Youth Apprenticeship ● Dual Credit ● Industry Certifications ● Senior Capstone

6. Description of the barriers and aides to the program’s implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

Barriers to the program’s implementation:

- **COVID-19** changed the landscape and presented unexpected challenges to classroom and EEL programming. While students had access to virtual learning resources, the suddenness of the switch from classroom to home learning environments required an immediate adjustment in the delivery of EEL’s academic year programs.

Year 2 Implementation has faced unprecedented challenges due to COVID-19. Ensuring learning continuity during the time of school closures became a priority. Our staff have demonstrated resilience and a strong commitment to our students and mission - “In collaboration with our community, Hampton City Schools ensures academic excellence for every child, every day, whatever it takes.”

COVID-19 forced us to abruptly pivot, adapt programs, and find new ways to meaningfully connect with and support students. This crisis stimulated innovation, and, while some programs were cancelled, others were transformed using distance learning solutions that were developed thanks to quick responses by staff and learning partners.

Impacted programs and activities include:

- *Academy League* PBLs: adjusted to virtual experiences and connected students and teachers through online platforms and tools.
- *Contender*: competition and showcase events were cancelled.
- *Career Contenders Extreme*: this program is being revisioned and reframed to engage students and support teachers in a virtual environment.
- *Summer Business Institute (2020)*: canceled due the fact that it could not be created virtually. The integrity of the conceptual design of challenged based learning could not be maintained in an online environment.
- *Summer STEM Camp (2020)*: redesigned and offered virtually. The summer 2020 program was very well received and students, parents, and teachers feedback revealed an interest in this experience continuing to be offered as a virtual experience or developed as a hybrid model that combines on site and virtual learning experiences.
- Remediation and support: Without students in school with their academy teachers providing daily encouragement and reminders it has been challenging to attract and engage students who are already struggling in a virtual learning environment. EEL staff are working with instructional leaders and academy teams to create innovative strategies and restructure how we deliver engaging remediation support.
- Professional Development: EEL’s scheduled three day teacher professional development with Ford Next Generation Learning (NGL) was also affected. The Ford NGL training with teachers, employers and other community learning

partners offered continuing professional development in writing and establishing challenged-based learning focused on real-world industry challenges. The training was initially delayed due to COVID-19 travel restrictions and then cancelled as teachers and academy teams focused on transitioning the delivery of academic and technical content from traditional classrooms over to virtual classes.

- **Data Collection and Analysis:** Classroom teachers, school administrators, or community learning partners, everyone engaged in educating students need data to inform, engage, and create opportunities for students. Data helps us make connections that lead to insights and improvements in EEL programs. Along with program delivery, COVID-19 impacted our ability to collect data that allows us to monitor and assess learning outcomes. EEL achievement data measurements are calculated by conducting a comparison analysis of students served through EEL programs to their peers who did not participate. The comparison data looks at attendance, discipline, course benchmark testing, grade promotion and graduation. Statewide school closures on March 15, 2020, academic and extended learning programs abruptly altered in content design and delivery, post implementation data collection was unattainable on academic year programs.

The events of the last six months have reinforced the understanding that we must stay flexible and be prepared to quickly adjust and shift gears as the situation changes. The hope is that all programs will be offered in face-to-face learning environments during Year 3 Implementation. The uncertainty over how COVID-19 will affect the learning environments and the impact of social distancing measures influences both implementation and planning future activities. EEL coordinators are collaborating with teachers, academy leaders, and learning partners to develop sustainable solutions that ensure continuity of learning. Building upon experiences during the pandemic, including the widespread use of technology, we are developing implementation plans including transforming the delivery model and offering innovative and engaging programs using virtual and blended learning models.

- **Career and Technical Education (CTE) Advisors** play an essential role in engaging students and preparing them to be the future employees our workforce requires. The *Academies of Hampton*'s college and career-themed academies and pathways are aligned to labor market demands. Through classroom and extended learning, HCS is expanding work-based learning opportunities in consultation with business and industry.

EEL supports HCS and the community's goal of graduating students who are "career ready." Enrichments and work-based learning activities are designed to give students the knowledge and skills for they need to succeed in high demand career fields, earning family-supporting wages. Preparing students for success in the workplace helps to build a competitive workforce that supports current and emerging industry and employer needs and entrepreneurial opportunities. Having teachers with industry knowledge and who can build connections with students in a remote learning environment is crucial.

Academies that met or exceeded enrollment targets were led by a CTE teacher within the academy and offered greater hands on, engaging activities. Therefore, EEL is placing a stronger emphasis on recruiting teachers and resource personnel who have demonstrated the ability to relate well with high school students, especially students who may be reluctant to commit.

A barrier EEL continues to bump up against is the shortage of available and qualified CTE teachers, instructors, or mentors with experience in the career pathways who are available after school, Saturdays, and in the summer. *Career Contenders* provides an example. This EEL program is directly linked to each college and career academy’s involvement with CTSO’s or industry related local or regional competitions. An ongoing implementation challenge for *Career Contenders* is that academy specific skill competitions require technical mentorship. In many of the academies the CTE or other teachers with the career specific skills needed were already engaged in other EEL programs or were unable to assist. of than EEL program facing implementation struggles with ensuring CTE teacher shortage. Faced with ongoing shortage of available CTE teachers, EEL is exploring how to engage external mentors to support students in *Career Contenders*.

- **Student Engagement** has been challenging due to scheduling conflicts with sports or other school-based activities and a reluctance to make a commitment to programs that are not simply “drop-in.” High quality extended enrichment and instructional programs can benefit students in many ways, however, students cannot benefit if we cannot get them there. While students have expressed strong interest in the EEL programs, engaging students has been EEL is deploying enhanced strategies for boosting enrollment and sustaining participation in all programs. The following describes the barriers to student engagement and EEL plan of action moving forward.

All EEL Programs	
Barrier or Impact - Description	Plan of Action
<p>Permission Slips: Due to the 2019-2020 recruitment being moved from after winter break to November permission slips for both Academy of Hampton and EEL programs went out at the same time. Both forms were identical in appearance, both on white paper, with just wording differences which was confusing to parents/guardians. It is recommended that one permission slip be created for both or sent out on different colored paper with clear distinction.</p>	<p>Create a universal permission slip that can be used for all school-based and out of school time programs OR ensure the appearance of the permission slips is very different.</p> <p>Reconsider how and when to obtain parental permission forms.</p>

Academy League - Recruitment to Implementation

Barrier or Impact - Description	Plan of Action
<p>Recruitment to Implementation: In 2018 <i>Academy League</i> did not start until the end of January which was good timing for recruitment and after exams but did not provide enough time for completion of the PBL experience prior to end of the school year.</p> <p>In 2019 student recruitment was conducted in November and December to start in early January. The winter break created a disconnect with students and it was like recruiting students all over again. After the winter break there were a number of factors that competed for students' interests and challenged engagement - first semester exam prep, spring sports practice and try outs, ACT testing, and inclement weather days.</p>	<p>Design to begin implementation in November following the first nine weeks.</p> <p>Combine <i>Academy League 1.0 and 2.0</i> and allow freshmen, who are selecting their academy in November for their sophomore year, to participate in any academy PBL within their zoned high school. This design has been submitted in the 2020-2021 grant so as to give Freshman a more career focused experience.</p> <p>Increase engagement of current and former participants as program ambassadors for peer-to-peer recruitment.</p> <p>Strengthen structures to support teachers, academy coaches, graduation specialists, and school counselors in identifying and recruiting students.</p>

Academy League - Model Confusion

Barrier or Impact - Description	Plan of Action
<p>Model Confusion:</p> <p><i>Academy League 1.0:</i> The PBL was too broad in scope, unlike the specific academy PBL's for sophomores. The freshman academy PBL, though intended to be broad, were not distinctive enough or lacked excitement that they did not tend to attract student engagement.</p> <p><i>Academy League 2.0:</i> Marketing and piloting different PBL and remediation models assisted EEL in identifying students' inability to clearly understand the focus and the purpose of the <i>Academy League</i>, i.e. remediation, enrichment or project based learning. Students tended to identify with a particular component versus the total scope of the program.</p>	<p>Combine <i>Academy League 1.0 and 2.0</i> and engage upperclassmen to better identify topics that create excitement and are more relevant to student interest.</p> <p>Advertise as an academy PBL then identify and offer remediation and credit recovery for students enrolled as required; instead of advertising as a PBL, credit remediation and enrichment as one program.</p> <p>Coordinate remediation at the school level to avoid scheduling conflicts. For example, BHS had a mandatory study hall for students in Spring sports that competed with time set for EEL academic remediation activities.</p>

Aides to the program's implementation:

- **Deepen the continuity of the outside experience within the traditional school time learning.** As a division, we are working to align and extend the in school time

learning with the outside of school time to deepen and connect the internal and external experience.

- **Internal support** at the building and division level, for extended learning and enrichment efforts has helped to build quality learning experiences in every EEL program and create greater opportunities to raise standards for all students. Examples of the support in planning, implementing and sustaining efforts include:
 - Division and building level leaders are actively engaged in planning, implementing and sustaining EEL efforts. They are actively engaged in decision-making around policies, practices, and programs while also redirecting internal resources to support marketing and communication, multimedia, and asset acquisition needs.
 - EEL has developed strong relationships with students, faculty, administration, and key HCS internal departments. Teachers and building level administrators are engaged in the work and have a shared ownership in the work and the outcomes. IT support, data management, and research and evaluation personnel have established data collection protocols and created a database to document student participation and performance.
 - The division's internal service providers, Transportation and Food and Nutrition Services provide great customer service to the program. Both departments have embodied the division's motto of "whatever it takes" as they have accommodated program scheduling and student needs and managed logistical support with nary a hiccup.
 - In the Year 1 Implementation, the procurement process created significant challenges for students participating in project based and challenged based learning experiences. Unlike traditional teaching approaches where there is a lesson plan with identified resources that can be procured before instruction even begins, PBL and CBL is student driven and needs are identified in real time. As they engage, investigate, and act, students identify the resources they need when they need them, resulting in procurement challenges. With the increased use of PBL in K-12, the procurement issue impacted both the classroom instruction and extended learning programs. HCS now uses Amazon business for supplies, which has eliminated the logistical purchasing nightmare we had in the past.
- **Tackling digital equity** has been a long time focus at HCS. HCS has expanded the definition of the right to education to include access to computers and tablets, connectivity to the internet, and removing barriers to connectivity. Giving all students access to computers, the internet, and digital (online) learning materials and instructional activities are key actions in the HCS Technology Strategic Plan. The following HCS actions have ensured EEL remediation, enrichments, and work based learning programs can be delivered remotely and accessed by all interested students.
 - Access to Computers - Since 2014, HCS has been providing all students in grades 5-12, regardless of the family's economic circumstances or zoned school, with devices that enable equitable participation in electronic learning experiences.
 - Access to the Internet - Students' lack of access to high speed internet in their homes impacts their ability to access learning materials and complete course requirements. HCS addresses the inequity of access to high speed internet connections at home through several means.

- Cox Communications' Connect2Compete program offers low cost Internet access to families, however some families do not qualify or they are unable to utilize their services for other reasons.
- Sprint 1 Million Project helps students who do not have reliable Internet access at home reach their full potential by giving them mobile devices and free high-speed Internet access. Qualifying families with high school students receive hotspot devices that are fully [CIPA](#) compliant.
- T-Mobile is working with HCS to provide families a hotspot for Internet access with unlimited data at a cost of \$240 per device per year. Local grants and other funding sources are helping HCS address the immediate needs of those families who are currently without access.
- City of Hampton is expanding its broadband capacities under a program called "Next Generation Network." The 'Digital City Transformation' initiative, which debuted in February, uses solar-powered smart light poles to provide Wi-Fi access and charging ports to digitally transform our neighborhoods.
- Access to Digital (online) Learning materials and instructional activities - Providing all students with computers and internet access enables equitable participation in electronic learning experiences. However, digital learning has typically supported face-to-face instruction. While the sudden school closure in March meant we did not have time to prepare students and parents for virtual learning, we were able to transition to comprehensive online instructional and enrichment programs because students had technology devices at home and access to the Internet.

While HCS educators created meaningful online learning opportunities designed to keep all students academically on-track and we had the technological know-how to virtually connect with our students, COVID-19 illustrated inequities among our students. One inequity was technology access (inadequate, unreliable, or no internet connection). We found that we still had students who could not access instruction or even connect to let their schools know how they were doing. HCS used internal resources and secured external funding to meet student connectivity needs.

As the pandemic pushed instruction and enrichments online, it became more essential that our EEL staff and teachers possess the tech savvy skills and virtual teaching expertise needed to engage and connect with students in a virtual environment. Through professional development provided by the Innovation and Professional Learning department and support from community learning partners, EEL staff and academy teachers learned to build personal connections with students through innovative virtual learning experiences.

- **Inclusive Programming** has been a core expectation in EEL program planning, implementation, and sustainability. Parental engagement is a key strategy in planning and implementing programs that create equitable access for students with disabilities. With the goal of inclusive programming, EEL has worked with the HCS Special Education Parent Advisory Council to ensure all enrichment and work based learning environments and experiences make reasonable effort to accommodate all students. Past experiences within the school environment and efforts to ensure their children have equitable access to authentically inclusive experiences equips parents to provide programming guidance and support. Parents offered valuable ideas, suggestions, and

recommendations on how to build and sustain an inclusive environment within each EEL program. Guidance and feedback was sought and provided on how to ensure students can access the environment, materials, equipment, and activities and ways to make accommodations so that all students feel welcomed, know they are included, and enjoy a successful experience.

- **Learning Partners** make this work come alive, they make the work authentic, and they make it relevant to the students. EEL programs, school-based and community-connected programs, are designed to keep students at the center of their learning experiences. Hampton's learning partners are engaging students as learners and preparing them for their futures through career exploration, authentic real world learning , access to state-of-the art technology, mentorships, and early work experience with local employers.

Along with the 100 industry exhibitors who showcased their companies and engaged students in interactive experiences at the *My Future My Journey Exploratory* event, the partners, identified below, have opened their doors to our students. Business and industry partners have provided a behind-the-scenes look into their world of work and helped students to identify careers they may or may not one day want to explore. Learning partners have collaborated with academy teachers to identify and offer authentic real-world project-based and challenged-based learning experiences that are aligned with academy and career-themed curriculum. Employers have given students valuable experience working on a job site.

In addition to their support in the transformation of the curriculum and instruction, community learning partners are committed to helping HCS close the skills gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. The following learning partners support the identified EEL programs.

Key Learning Partner Support

Activity	High School			
	Bethel	Hampton	Kecoughtan	Phoebus
<i>Academy League 1.0</i> Freshmen	Guest Speaker: Matthew Stearn (HELP, Inc) Coca Cola Distribution Center Escape Room Hampton Fire Station Virginia Living Museum	Guest Speaker: Billy Morton (Kroger) Mariners' Museum Old Dominion University Virginia Modeling, Analysis, & Simulation Center (VMASC) Piggly Wiggly	Hampton Parks & Recreation Sky Zone	Art Central BB&T Bank C4Boxing Cinema Cafe' Family Restoration Services & The Day Program Hampton City Schools (School Nurse) Holistic Family Solutions Medical Career Institute Ms. Buttar Cups (Face Painting) Old Dominion University Peninsula Center P.U.S.H (Music Therapy) Slover Library Virginia Aquarium & Marine Science

Key Learning Partner Support				
Activity	High School			
	Bethel	Hampton	Kecoughtan	Phoebus
<i>Academy League 2.0</i> Sophomores	Guest Speaker: Kellie Goral(Hampton City Schools, PR) Lt. Cherry (Hampton Sheriff's Office) Officer Acree (NN Police Officer) Coca Cola Escape Room Hampton Fire Station 11 Neighborhood Harvest Virginia Living Museum Zenya Yoga Studio	Kroger (Billy Morton) Hampton City Schools (Miranda Heydon) HRT (Marie Arnt), Mariners' Museum Old Dominion University Virginia Modeling, Analysis, & Simulation Center (VMASC)	4H Cooperative Extension, Master Gardener Centennial Contractors Enterprises, Inc. Frank's Monster Munchies Food Truck Janna's International Dance Studio Quest A Car	Cinema Cafe' Fort Monroe Hampton History Museum Hampton University NASA Newport News Shipyard Virginia Aquarium
<i>Sophomore Summer Career Institute - 2019</i>	Hampton Sheriff's Office National Institute of Aerospace Thomas Nelson Community College: Workforce Virginia Department of Transportation	Alternatives, Inc. Ethos Leadership Group Virginia Ship Repair Association Warwick Mechanical Group	Downtown Hampton Child Development Center Dr. Kwame M. Brown, PhD Hampton Community Development Resilience Team The American Theatre	Chesapeake Leisure, LLC Mellen Street Creative SKY-4 TV Virginia Integrated Communication (VIcom)

Key Learning Partner Support				
<i>Summer Business Institute for Rising Juniors and Seniors - 2020</i>	While this program was cancelled due to COVID-19, business partners were engaged and dedicated time and energy to create and offer dynamic challenges for our rising juniors and seniors.			
	Bethel	Hampton	Kecoughtan	Phoebus
	Hampton Police Department Hampton University TNCC Health Sciences Department WM Jordan	Lee Telecom Versability Youth Sailing	1619 Exhibits Downtown Hampton Child Development Center Va. Beach Fire and Rescue Virginia Living Museum	1619 Exhibits Chesapeake Leisure, LLC ECPI SKY-\$ TV Spectrum 1619 Exhibits
<i>Summer Internship 2019</i>	The following business partners collaborated with the HCS and the City of Hampton’s Youth Summer Employment Program to provide youth internships aligned with their career academy and the pathway of interest.			
	Barrel Art City of Hampton - IT Service Team City of Newport News - Sheriff’s Office Downtown Hampton Child Development Center Ft. Monroe National Park Service Hampton City Schools - Information Technology Department and Career and Technical Education Department			

	<p>Hampton Department of Human Services</p> <p>Hampton History Museum</p> <p>Hampton Parks, Recreation & Leisure Services - Hampton Senior Center, Y.H. Thomas Community Center, North Phoebus Community Center, and North Hampton Community Center</p> <p>Hampton Public Library - Children's Department</p> <p>Integrated Health Service</p> <p>Peninsula Foster Grandparent Program</p>
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Key Learning Partner Support				
Activity	High School			
	Bethel	Hampton	Kecoughtan	Phoebus
<i>Summer Internship 2020</i>	<p>The following business partners collaborated with the HCS and the City of Hampton's Youth Summer Employment Program to provide youth internships aligned with their career academy and the pathway of interest.</p>			
	<p>Bluebird Gap Farm</p> <p>Buckroe Beach</p> <p>Community Knights</p> <p>Convenient Healthcare</p> <p>ETHOS</p> <p>Ft Monroe Community Center</p> <p>Ft Monroe StewardshipHampton</p> <p>City Schools - Athletics</p> <p>Department</p> <p>Hair 4 U</p> <p>Hampton Department of Social Services</p>		<p>Hampton Sheriff's Department</p> <p>Little England Cultural Center</p> <p>Luxureyes</p> <p>Mekos</p> <p>Newport News Sheriff's Department</p> <p>Queens Crown</p> <p>Sandy Bottom Nature Park</p> <p>The Upper Room Experience</p> <p>Therapeutic Recreation</p> <p>West Hampton Community Center</p>	

7. Data on the impact of the program. You are required to report on the metric, Student Achievement. In addition, you may choose to report on up to two additional metrics (Use the textboxes and tables below).

EEL staff work with teachers and academy leaders to use data to respond to problems more effectively and construct new and improved existing remediation, enrichment and work-based learning methods designed to better engage students and advance their skill sets faster. As noted under “barriers to program implementation,” the ability to analyze

program impact for 2019-2020 was hampered by COVID-19. The following situations limited our assessment of student engagement and student learning in the programs offered during and post-COVID-19:

- Limited hours of service provided by the *Academy League* and *Contender* programs since they began in January
- Changing demographics of students engaged in the programs due to greater fluidity and flexibility in student participation
- DOE's requirement that no new content material be provided due to inequality of student access to the technology needed to learn remotely
- Disruptions in testing and lack of access to year end testing and assessments results
- Historical focused remediation efforts during the last nine weeks of the school to address credit recovery was not available.

The majority of the EEL achievement outcomes are measured by analyzing student performance measures at the beginning and end of the school year. To assess impact, EEL compares achievement data on EEL attendees to their peers, who did not participate in EEL services. Year 1 Implementation showed positive results. In Year 2 Implementation, COVID-19 resulted in schools being closed and instruction offered virtually without new material being presented. As a result all VDOE and divisional requirements for year end assessments regarding SOL, benchmark testing, exams were waived. In addition, with the PBL and intensive remediation programs starting in January of 2020 and in person programs ending in March, it is not possible to assess impact on attendance and discipline for Year 2 Implementation.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>		
Metric: Promotion Rates		
Instrument: EOY - Student Promotion Data		
Reporting Area	Reporting Group: EEL Served grade 9-11	Reporting Group: Non-EEL Grade 9-11
Number of Students Assessed	1,413	3,048
Promoted	1,321 - 93.04%	2715 - 89%
Retained	92 - 6.96%	333 - 11%
Net Change	N/A	N/A

Enter an explanation of the data here

Promotion data indicates that those served by EEL programs experienced a higher rate of promotion. In further analysis of the data the ninth grade data skewed the overall data and was the most significant. Students participating in the EEL *Summer Bridge* program (week transitional program from middle to high school) and *Academy League 1.0/remediation* had a 95.11 promotion rate to the 10th grade. Students not participating in one or both of those programs had a 81.53% promotion rate. Moving forward, EEL will work with Freshman Academy principals and teams to review academic and engagement indicators for rising 9th graders not participating in Summer Bridge. This data will be used to target recruitment efforts to increase participation of at risk students in the *Academy League 1.0/remediation* in an attempt to further impact promotion rates to the tenth grade.

Tenth graders enrolled in *Academy 2.0*, which did not start until January and ended March 15 due to COVID, had a 10.95% 10th grade retention rate compared to 9.09% for non EEL tenth graders. This data further demonstrates EEL is effectively recruiting the intended academically at risk student populations.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable.

Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>			
Metric: Student Achievement			
Instrument: Critical Skills Assessments - Reading and Math			
Reporting Area	Reporting Group: Academy 1.0 PBL (9th)	Reporting Group: Academy 2.0 PBL (10th)	Reporting Group: Academy 1.0 and 2.0 Remediation
Number of Students Assessed	EEL - 235 Non-EEL- 758	EEL - 239 Non EEL - 1,100	EEL - 91
Pre-test Average Score	CSA Eng Q1= 58 Non EEL = 57 CSA Math Q1= 65 Non EEL = 66	CSA Eng Q1= 68 Non EEL = 69 CSA Math Q1 = 62 Non EEL = 60	CSA Eng Q1= 61 CSA Math Q1= 58
Post-test Average Score	NA	NA	NA
Net Change	NA	NA	NA

Enter an explanation of the data here:

Pre-test: Quarter 1 Reading Critical Skills and Math Assessment - provided

Post-test: Quarter 4 Reading Critical Skills and Math Assessment - not available as end of year testing was cancelled due to COVID-19

The chart reflects the *Academy League 1.0 and 2.0* students English and Math scores on the CSA Q1 assessment compared to scores for all non EEL students. Students receiving remediation services through *Academy League 1.0 and 2.0* were segregated for comparison purposes. Although EEL has pre test data, post test data is not available for the 2019-2020 academic year due to the disruption of services and end of year testing was not conducted due to COVID-19. As the demographic data suggests, EEL is serving the intended population of students. Additionally, a deeper dive into the data illustrates opportunities for additional recruitment strategies that engage students who are academically off track and at greatest risk of falling further behind.

- English: Freshman and sophomore students served were at approximately the same average score as those not served; however, those that received remediation especially sophomores had lower scores.

- Math: Freshman and sophomore PBL students served were at approximately the same average score as those not served; however math scores were significantly below for both 9th and 10th grade.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Attendance -Absent less than 10%				
Instrument: EOY - Student Attendance Data				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed	NA	NA	NA	NA
Pre-test Average Score	NA	NA	NA	NA
Post-test Average Score	NA	NA	NA	NA
Net Change	NA	NA	NA	NA

Enter an explanation of the data here: This data is a comparison of the two groups (EEL and Non-EEL) in semester 2 - students with less than 10% absent days. With COVID-19 and the closure of school, attendance data was not collected and post implementation data is not available.

8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

Virginia Department of Education Extended School Year funding has supported the planning, development, and implementation of scalable college and career preparation programs that are sustainable in the long term. With two years of funding of over \$2 million, the EEL program has implemented comprehensive personalized student supports (including social/emotional guidance, and soft skill learning experiences), enrichments, and extended learning opportunities aligned with the Academies of Hampton’s 16 college and career academies with 41 academic or career-themed pathways. EEL programs are designed to raise student achievement and close the achievement gap through expanded learning time and increased personal support.

From kindergarten to graduation, Hampton City Schools set the goal that all young people graduate prepared for postsecondary success. With college and career readiness as the goal, K-12 instruction and real-world experiences embed core academic skills, career-

aligned technical skills, professional skills, and lifelong learning skills with personalized college and career exploration and work-based learning experiences. Classroom and extended learning opportunities offer all high school students a variety of academic, hands-on, virtual, and online learning experiences. Our students engage in self, career, and industry exploration that connects the dots between instruction and 21st century careers. Every Hampton student is connected with college and career pathway opportunities in our community through every level of their educational track.

Hampton City Schools' *College and Career Readiness Plan* ensures young people graduate prepared for success in college and the workplace, able to apply learning in the real world, and equipped with 21st century workforce skills. Hampton City Schools is transforming learning experiences and has made a strong programmatic and financial commitment to integrating career learning into the K-12 school experience. This laser focus provides the backdrop to extended learning program sustainability efforts.

The extended learning program model continues to be expanded as cohort 2021 moves from their freshman to their senior year. In 2019-2020 the various extended learning strategies targeted students in grades 9 through 11. With Year 3 Implementation in 2020-2021, Extended Enrichment Learning programs will be offered at each grade level in all four high schools, coinciding with the Academies of Hampton being fully implemented as a wall to wall academy model for 9-12 grades. Cohort 2021 will walk across the stage ready for success in college, careers, and life because of the experiences afforded to them through classroom and out-of-school time learning experiences.

A critical factor moving forward is the division's ability to sustain the extended learning program on both a programmatic and fiscal perspective. Throughout implementation, the model is being evaluated and assessed for efficacy, efficiency and effectiveness so as to maximize existing resources. All practices and processes are continuously evaluated in terms of importance to program operations, and what it will take to continue practices deemed crucial. The new program models, curriculum, data management systems, marketing campaigns, and parent/student communication strategies developed during the grant will continue to support operations after the grant period.

During the first two years of implementation, EEL leadership has worked alongside teachers, administrators, and community learning partners to build supporting structures, climate, and a learning culture that better engages students. EEL has created a collaborative working environment that builds capacity to meet the social/emotional and career development needs of students through instruction, enrichment, and workplace learning. Through ongoing evaluation and assessment of content, process, immediate and long term student outcomes, and learning environment, EEL is constantly examining how to better refine programs and approaches. In partnership with all stakeholders EEL has been building the internal and external support needed for long-term sustainability of the enrichment learning experiences.

Teachers have embraced the possibilities that come through student-led learning. They have become more comfortable with changing their leadership style from directive to consultative. By allowing students to take charge of the activities, EEL gives students a voice in the why, what, and how of the learning experience. Teachers and community learning partners have helped students develop an understanding of the relevance of the work from the students' perspective and life experiences. While the project based and challenged based learning experiences present the Essential Question or present a real world challenge to solve, students choose the focus of the content, they decide what they want to explore and how learning will be demonstrated.

Parents involvement has always been essential to student learning and success. They play a critical role in engaging students in EEL programs. All student feedback regarding EEL programs indicates that the parents play the largest part in student engagement. For

example, 53% of students participating in the 2019 *Summer Business Institute* reported that it was their parents that got them engaged in the program. EEL continues to expand opportunities to better engage parents in both recruitment and implementation efforts. Steps taken to increase parental buy-in include mailers, emails, personal phone calls, and REMIND APP (sends text reminders to parents of programs and events).

Students get excited and more engaged in their learning when they see the connection between academics and their postsecondary aspirations. EEL programs connect academics with real world experiences that are student-led and the students share in decisions.

Student-led learning allows them to share in the decisions and to lead the work. EEL involves students in planning, implementation, and assessments.

HCS is committed to closing the opportunity gap and giving access and opportunity to marginalized student population groups and students struggling academically or showing signs of disengagement. EEL uses project based learning (PBL) and challenged based learning (CBL) as strategies that give marginalized students access to programs that prepare them for success in college and careers. As with work based learning approaches, PBL and CBL have been shown to improve student engagement, retention, and success. EEL continues to focus on targeted recruitment strategies to better engage students from populations underrepresented in college, STEM fields, and high wage careers, as well as those who are disengaged in the classroom and at risk of not succeeding and not graduating from high school. EEL has implemented the following actions to better engage students in expanded learning time programs:

- Along with working with Academy teams, the EEL Coordinators are now on the High School Leadership Team at their respective school, which provides expanded opportunity to promote and advocate for students in at-risk subgroups.
- Offer expanded grade and academy-specific experiences afterschool, on Saturdays, and through extended summer programming that is directly tied to community-connected partnerships with local employers, industry leaders, community agencies and nonprofits, and colleges and universities.
- The HCS CTE Director met with the division's CTE teachers to further explain programs and recruit CTE teachers for EEL activities. CTE teachers offer critical technical expertise and are better positioned to offer students real-world challenges and career-related learning experiences.

The long-term sustainability of the extended learning program is a high priority for Hampton City Schools. Division leadership sees EEL as an integral part of the Academies of Hampton model, funding EEL is part of the division's budgeting conversation and annual process. Throughout implementation, every budget line is evaluated for its importance to continuing the program and a review of the required funds is conducted to ensure the service is provided in the most cost effective manner. As Hampton City Schools evaluates expenses, staff continuously looks for ways to reallocate resources and redirect staff to support grant operations. The division has demonstrated its long term commitment to sustaining expanded learning opportunities and has already taken several steps to transition extended learning program costs from grant funded to division funded.

- When Kecoughtan High School did not receive VDOE 2019-2020 funding and Bethel High Schools received slightly reduced funding, the school division committed to financially sustaining, if necessary, EEL programs at both schools and ensuring students would not be negatively impacted. Both schools offered similar levels of instructional, remediation, enrichment, and work-based learning as the other schools.
- During the 2019-20 grant year, HCS transitioned the administrative assistant support

from grant funded positions to the Academies of Hampton Project Manager.

- The division’s professional learning is collaborative, continuous, embedded in daily practice, and focused on achievement. Transitioning to robust, high-quality college and career academies impacts everything in the building and across the division. HCS professional learning prepares educators and school leaders to develop, implement, and sustain innovation. Whether they are in the classroom or facilitating an EEL activity, HCS professional learning prepares teachers and community learning partners to focus on what to teach, how to teach, how to meet the needs of individual students, and how to build internal capacity.

Inquiry-based instructional strategies require teachers to move away from teacher-led instruction to student-led learning that incorporates real-world problems to help bring the standards to life. Professional development answers the “how” and “why” questions about interdisciplinary learning while giving Academy teams the skills to design interdisciplinary units of study that are relevant because they align with 21st century skills students need to be successful.

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

Four high schools, Bethel, Hampton, Kecoughtan, and Phoebus, received FY2018 Planning Grants and FY2019 Year 1 Implementation grants. Bethel, Hampton and Phoebus high schools also received FY2020 Year 2 Implementation grants. An expense report has been provided for each high school.

High School	FY 2019-2020 <u>Expenditures</u>		
	Source: FY 2018-19 Year 1 Carryover	Source: FY 2019-20 Year 2 Funding	Total Expenditures in FY 2019-20
Bethel	\$152,314.33	\$64,405.92	\$216,720.25
Hampton	\$104,046.38	\$147,238.22	\$251,284.60
Kecoughtan	\$126,512.77	0	\$126,512.77
Phoebus	\$140,834.75	\$155,079.96	\$295,914.71
Division Total	\$523,708.23	\$366,724.10	\$890,423.33

Bethel High School - separate excel sheet

Hampton High School - separate excel sheet

Kecoughtan High School - separate excel sheet

Phoebus High School - separate excel sheet

Henrico County Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MARK SAUNDERS BY EMAIL AT MARK.SAUNDERS@DOE.VIRGINIA.GOV NO LATER THAN
SEPTEMBER 1, 2020.

THIS REPORT MUST BE SUBMITTED AS A SINGLE WORD DOCUMENT (MULTIPLE FILES WILL NOT BE ACCEPTED), AND MUST NOT CONTAIN HEADERS OR FOOTERS OR PAGE NUMBERS.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used: **FY19 carryover funds**

The final report must include the following:

14. The names and addresses of the school division and participating schools;

Henrico County Public Schools
Baker Elementary, 6651 Wilson Road, Henrico, VA 23231
Rolfe Middle School, 6901 Messer Road, Henrico, VA 23231
Varina High School, 7053 Messer Road, Henrico, VA 23231

15. Grant Coordinator contact information;

Cheryl Gray Ball, Educational Specialist, Grants
cgrayball@henrico.k12.va.us
804-652-3370

16. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The BRV Student Prep Program objectives are:

1. Students will demonstrate an increase in their grade level performance as demonstrated by promotion to the next grade and enrollment in advanced level coursework.
2. Students will show academic growth and achievement as measured by NWEA and SOL assessment results.
3. Students will be exposed to a variety of career and educational options and opportunities through visits to colleges, universities, and businesses.

To achieve these goals and objectives, the BRV student prep program utilized a variety of strategies during academic year and summer session. During the academic year, Baker held after school sessions in addition to six Saturday meetings. This academic year program provided targeted reading help through three novel studies, instruction in the STEM (science, technology, engineering, and mathematics) fields, as well as college and career planning. Rolfe's academic

year program took place during a 30-minute academic advisory block. During this advisory block, teachers worked with students on STEM content, college and career readiness, goal setting, organizational skills, testing strategies, and literacy instruction. College Success Seminar underclassmen focused on college and career exploration, note taking and organizational skills, asking targeted questions of tutors, reading and decoding a variety of texts, and understanding personal learning styles and behaviors that promote academic and personal success.

Results data for the three metrics was not available due to the COVID-19 pandemic and the closure of schools.

Baker Elementary School - (BRV Grant - Part 1 of 3)

17. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

Thirty-five fifth-grade students participated in the Academic Year Program, meeting Wednesdays from 2:45 PM- 4:45 PM. The weekly extended day program provided BRV students with an additional 2 hours of academic support (homework assistance, team-building, problem-solving exercises, literacy enrichment, research and planning tasks). During the 2019-2020 school year BRV operated from December 11 through March 18. The academic program met 12 times during the school year for a total of 24 additional hours of instruction. In March, the program ended abruptly due to COVID-19. The original plan was to operate until May 13. Nineteen of the Summer 2019 participants also participated in the Academic Year Program.

Academic Year After School Instruction

Students are provided 20-30 minutes of homework assistance at the start of each Wednesday session. The coordinator and three teachers are available to aid students with their homework. Students also work with their peers for homework support. Students rotated through three 30-minute classes (literacy enrichment, STEM and research/writing). Sessions were determined based on student data and fifth grade teacher feedback. In the literacy session, students reviewed text structures based on fifth-grade teacher feedback. Students began reading the novel, *Scar Island* in January. Students took part in whole-group and small-group discussion and completed comprehension activities. Due to COVID-19, we did not complete our novel study. However, the fifth-grade teachers encouraged students to continue reading the novel on their own.

Students worked collaboratively to research, plan, and execute designs during the STEM session. Students worked on problem solving and communication skills through KEVA plank challenges. Students created a design of their choice and described their design to a partner to replicate the design without seeing it. We

began our coding unit before the COVID-19 school closings. Students learned the basics of coding and applied their knowledge to coding a paper maze. They also used Code N' Go mice to

In our writing session, students learned how to research a topic using a variety of sources. Students took the information learned and presented their findings in a variety of ways. Students began their autobiography unit by creating a personal Facebook page. This activity helped to show our students what type of facts and information to focus on when researching. Students researched an African American who made an impact on the world, researched this person and created a google slideshow to share what they learned. The plan for the end of BRV was that students would research and create a personal college and career plan, and write a persuasive speech about their future college and career plan. However, COVID-19 and the school closure prevented us from doing so.

Academic Year Field Trips

Throughout the summer and school year program we take students outside of the classroom for hands-on learning experiences. Our field trips provide students with wonderful real-life experiences and opens up discussions for connections between the classroom and real world. The coordinator and teachers planned and implemented an extended year weekend program. We had planned for one Saturday activity per month, a total of five activities. Due to COVID-19 we were only able to have two Saturday activities.

We held one camp in January before semester benchmark testing began. Twenty-five of our thirty-five (71%) of our students attended our Saturday camp. Students reviewed computation skills related to decimals (SOL 5.5) with the teachers. They were split into two groups and had to work collaboratively to solve math problems involving decimals and find clues around the library. Afterwards students worked on a graphing project (SOL 5.16). Students were given a set of data points and they had to create a stem-and-leaf or line plot using their data. Once all pairs created their graphs they had to find the other graph that matched their data. Finally, students worked in a group of four to create two truths and a lie about their graph. Our final activity for our benchmark camp was science related. We asked our fifth-grade science teacher what skills she felt students needed to review and reinforce. We planned activities related to those skills including plant parts, animal ecosystems, and science vocabulary. Students worked in pairs to rotate through all five stations. Teachers walked around to check student work as they finished their activity and gave additional instruction and support as needed.

In February, students visited the Virginia Air and Space Center in Hampton. They reviewed states of matter and the periodic table of elements through a hands-on demonstration. During the lesson, students answered questions about the states of matter and made predictions based on the demonstration. Students also used their creative skills for a variety of STEM activities that took place at the museum that day.

Prior to closure we had planned to attend: George Washington's Mount Vernon, Luray Caverns, and hold an additional On-Campus Review Camp in preparation of end of year standardized testing.

Professional Development

In February, the coordinator and three BRV teachers attended the Children's Engineering Convention in Norfolk. The coordinator and teachers took away a variety of ideas and ways to implement engineering ideas into BRV lessons. The coordinator and STEAM teacher presented two sessions at the convention. They shared their knowledge about STEAM bins, which were implemented in our Summer 2019 session, and they also presented on hosting STEAM nights at the school. The coordinator planned and implemented a second STEAM night at Baker Elementary in conjunction with the Science Fair. The coordinator used resources and ideas from the convention to plan and execute the STEAM night. Parents and families of BRV students as well as other Baker students attended the event. Parents and children collaborated to complete design challenges. We also partnered with Varina High School science students, who attended to conduct hands-on science demonstrations for families and students.

18. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

Baker BRV continues to grow and parent and student interest has increased. Parents see the benefit and long-term possibilities for their children participating in the program. We have students whose older siblings participated in the program in previous years when they were in fifth-grade.

The coordinator, along with the BRV teachers and input from fifth-grade teachers, planned and implemented the weekly lessons that addressed student needs and current SOLs. All BRV teachers are Baker teachers it helps to keep the connection between the fifth-grade teachers and the BRV teachers strong, there is constant feedback and discussion about what the fifth-grade teachers are seeing in the general classroom and what can be extended on in BRV. These factors have a positive impact on student engagement, because the BRV teachers are aware of what's going on in the fifth-grade classroom and can pull the connections between the classroom and BRV. We also have teachers who have been with the program for multiple years who understand the goals of the program. Also, all of our teachers have worked with our students in previous years so they have already built relationships with our students and know our students' strengths and weaknesses.

BRV has taken field trips to the same businesses each year which has helped to develop an understanding of the needs of the program during our field trips. We receive a Title I discount on our admission costs to Mt. Vernon. During our STEAM night BRV students were able to show their parents and families their problem-solving skills through the design challenges.

19. Description of the barriers and aides to the program’s implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

(1) Baker BRV’s coordinator has served as coordinator for the past three years which has benefited the program. The coordinator has already formed relationships with vendors from previous years’ field trips which aides in planning field trips each year because we know which skills and programs we want to include in our field trips.

(2) Our coordinator and administration work together and are constantly in communication. Baker BRV teachers are Baker teachers so we are able to schedule around Baker’s school schedule and our administration is aware of BRV’s schedule. This helps with planning for our program and planning time for the program, we can easily have BRV related conversations during the school day, we always debrief about how the day went on Wednesdays after the program is over.

(3) Baker BRV teachers have all worked with our current student’s in previous years (two of our teachers taught our students in the general classroom in third grade and one teacher taught them in second grade), so they already have formed relationships with our students and their parents. Our BRV teachers are constantly connecting with our students; our students’ check-in with teachers on the way to class in the morning, they are excited to hear about what they will be working on during the program, they share updates on their progress with the BRV teachers.

(4) COVID-19 and the school’s closings cut our program short. We were not able to take many of the field trips that we had in previous years. We were also unable to complete our College and Career Planning Unit, and were not able to give our students the additional support and enrichment that we had planned.

20. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application.

(Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: 50% of ESY students will meet their individual NWEA MAP growth target				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	83.9%	86.7%	75.0%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target. Nationally, 50% of students meet their growth target in any given year.

Due to the COVID-19 pandemic schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	76.3%	76.7%	71.7%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Due to the COVID-19 pandemic schools were unable to administer SOL exams in the spring of 2020. Therefore, the percentage of passing scores could not be established.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program

and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 100% of ESY students will be promoted				
Instrument: Report cards*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	34	32	23	--
Pre-test Average Score 18-19 Cohort	100%	100%	100%	--
Post-test Average Score 19-20 Cohort	100%	100%	100%	--
Net Change	--	--	--	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2019-20, 100% of all students involved in Baker-BRV were promoted to sixth grade. Promotion rates for black and economically disadvantaged students were 100% as well. These promotion rates were the same in 2018-19, which means students involved in Baker-BRV have achieved the program goal for the past two academic years.

Program components that have led to this success include teacher led novel studies that allow for skill practice as well as book discussions in a shared reading format. Students took part in a novel study on *Scar Island* by Dan Gemeinhart. Students improved their comprehension skills through teacher led discussions and comprehension questions. Book discussions centered around fifth grade reading SOLs related to character analysis, plot development, cause and effect scenarios, drawing conclusions and vocabulary expansion. Baker-BRV teachers also planned cross-curricular activities, which allowed students to make connections between subjects and enhanced their learning and understanding of content. By making these connections it extended student learning and helped them to build background knowledge that they could then apply to class discussions.

Baker-BRV also held one on-site Saturday camp that focused on reviewing fourth and fifth-grade SOLs. Teachers planned SOL review lessons based on 5th grade teacher feedback about specific SOL standards that posed difficulty for students. Students participated in activities that addressed three main content areas: Language Arts, Math and Science. During our Saturday camp students participated in hands-on activities where they were required to apply reading concepts learned in classroom with a variety of texts. Students had to work in small groups to read, analyze and answer text dependent questions. Teachers were able to give students extra instruction and guidance as needed based on student accuracy with the comprehension questions. Students also received additional instruction and practice with math and science SOLs. Teachers also planned math activities that focused on decimal computation for students to receive additional practice and review. Finally, students reviewed fourth and fifth-grade science related concepts through a variety of small group review games and activities.

Students participated in a field trip where they were able to make connections between classroom content and the real world. Students visited the Virginia Air and Space Center to apply space relationships. These trips helped to build background knowledge for students, which made it easier for them to make connections to the material in class.

21. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The Extended School Year (ESY) program has enabled teachers, counselors, and administrators to attend local, statewide, and national professional development workshops and conferences. ESY staff have implemented the instructional strategies garnered from those conferences and workshops in the elementary, middle and high school classrooms to continually improve both teaching and learning. ESY staff have utilized a “Train the Trainer” model to share those strategies with building staff to the benefit of all students in the ESY schools and, ultimately, in the division.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program
Start-up Years 1-3: 20% Local Match (see note below)
Start-up Years 4+: Local Match Based on Local Composite Index
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED

Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.		Source of Funds	
Names of Individuals	Project Role	State	Local
Kuff, Miss Riley Brianna	Grant Coordinator	\$2,494.64	\$0.00
Davis, Mrs. Amanda	Afterschool Teacher	\$556.70	\$0
Michanco, Miss Paige N	Afterschool Teacher	\$1,631.69	\$0
Stern, Mrs. Carol S.	Instructional Asst.	\$447.26	\$0
Dowling, Ms. Lauren	Afterschool Teacher	\$1,023.79	\$0
Bartlett, Mr. Justin Xavier	Afterschool Teacher	\$1,663.67	\$0
Total Salaries and Wages 1000		\$7,817.75	\$0
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		Source of Funds	
Names of Individuals		State	Local
Kuff, Miss Riley Brianna		\$190.83	\$0.00
Davis, Mrs. Amanda		\$42.59	\$0.00
Michanco, Miss Paige N		\$124.83	\$0.00
Stern, Mrs. Carol S.		\$34.22	\$0.00
Dowling, Ms. Lauren		\$78.32	\$0.00
Bartlett, Mr. Justin Xavier		\$127.28	\$0.00
Total Employee Benefits 2000		\$598.07	\$0
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Newton Bus Service		\$1,150	\$0
Total Contractual Services 3000		\$1,150.00	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Pupil Transportation		\$2,129.90	\$0
Total Internal Services 4000		\$2,129.90	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Registration VIRGINIA CHILDRENS ENGINEERING COUNCIL		\$410	\$0
Reimbursement - Riley Kuff VIRGINIA CHILDRENS ENGINEERING COUNCIL		\$864	\$0
Total Travel 5000		\$1,274.00	\$0

Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Barnes & Noble books	\$223.65	\$0
Chick -Fil A field trip snack	\$202.50	\$0
Reflex Math Software	\$1,198	\$0
Total Materials and Supplies 6000	\$1,624.15	\$0
	State	Local
Total Project Budget	\$14,593.87	\$0

**FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM**

Rolfe Middle School – (BRV Grant - Part 2 of 3)

Fiscal Year(s) Funds Used: FY19 carryover funds

The final report must include the following:

1. The names and addresses of the school division and participating schools;

Henrico County Public Schools
Baker Elementary, 6651 Wilson Road, Henrico, VA 23231
Rolfe Middle School, 6901 Messer Road, Henrico, VA 23231
Varina High School, 7053 Messer Road, Henrico, VA 23231

2. Grant Coordinator contact information;

Cheryl Gray Ball, Educational Specialist, Grants
cgrayball@henrico.k12.va.us
804-652-3370

3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

Please see the BRV Student Prep Program Executive Summary at the beginning of the document.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

The Rolfe BRV program is comprised of twenty-eight sixth graders, twenty-three seventh graders and twenty-nine eighth graders resulting in a total of 80 students. The breakdown of the student demographics was 92% African American and 8% other. About 83% of our students qualify for low socioeconomic status. The school year portion of the program operated each day (September-March) during advisory blocks from 9:59-10:29 AM. To support our goal to increase grade level performance and individual student academic growth and achievement we had community and parent volunteers to come in and read to students during advisory to encourage students to read more for information and leisure. The program also utilized the advisory blocks to focus on curriculum weaknesses, STEAM, college/career readiness, goal setting, organization skills, quarterly grade checks, testing strategies and targeted literacy by providing relatable text.

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

BRV began this school year with a "kick-off" meeting for students and parents, an informational session to make parents aware of the monthly events planned for students. During the meeting, expectations for participation in the program (how parents could become involved, grade/attendance requirements, the community service/tutoring component of the program) were discussed.

Since September, BRV students have been participating in the "Reaching Readers" program to promote literacy and encourage community partnerships. The goal of the program is to increase student achievement in the areas of writing and reading. Starting in January, each week parent volunteers actively read/discuss a selected nonfiction novel with our students. After reading each book, students write a reflective essay on the text. In addition, this year several service learning opportunities have been scheduled for students. As a part of this reading program, students will read to the kindergarten classes at Baker Elementary.

To promote specialty center involvement, BRV students visited the Varina High School Specialty Center to learn about requirements for acceptance and receive information on what the program can offer them. Varina scheduled an informational scavenger hunt to participate in highlight the key elements to their program. While in attendance, our students also shadowed the sophomores of the Communication Center and interacted with students to get an intimate feeling of the center's expectations. BRV students also participated in helping to host, direct, and tape an episode of Varina 411 Live.

To promote college exploration, our students visited the campus of William and Mary to not only learn information about the college but to learn about the expectations of a college students and what it takes to be admitted. While visiting, students were afforded the opportunity to speak with the Head Football Coach on preparation for life after high school and were given a tour of the sports facilities by current football players. Students were both excited and motivated after this visit. Upon leaving we asked students to draft academic essays on their experience at William and Mary.

Many stated they enjoyed the beautiful campus and wanted to possibly attend the college one day.

In addition, this year BRV students enjoyed an opportunity to study the arts and history by visiting Madame Tussaud's in Washington, DC. While there, tour guides gave lessons on many of the historical figures located in the museum. Students asked many questions and were even able to experience the culture of DC as we toured the city downtown. Many connections amongst history standards of learning were made from this enjoyable educational experience.

BRV students and staff utilize their own group in Schoology, an online platform to communicate and share ideas. Students have the capability to consult with teachers and peers using this forum to enhance learning within this group. Teachers use the platform to keep track of student grades, monitoring student essays they complete after reading nonfiction novels and implement self-awareness lessons.

BRV teachers meet bi-monthly to touch base about what's working, what needs to be tweaked, and what our next steps should be. They also meet with students during advisory blocks weekly to check on grades and work with students on mindfulness practices. BRV teachers who have BRV advisory classes provide tutoring to students in preparation for Benchmark testing.

6. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

Aides to the programs implementation would include the level of parental support for our program and our partnerships with Baker, Varina, Madame Tussaud's and the various universities visited. This year we focused on continuing to get more of our parents involved. Parents were invited into the building to read with our students for thirty minutes in support of our Reaching Readers program. Books used for the program were loaned to us by the English Department. Our partnerships with Baker and Varina are mentioned above in section 5. Financially these partnerships helped to save money within our budget.

Barriers to the implementation of the program would include the inability to attend the planned Professional Development due to COVID19. Several teachers would have received valuable information needed to help promote student achievement within our building.

7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
Metric: 50% of ESY students will meet their individual NWEA MAP growth targets.				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	43.9%	43.7%	38.0%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target. Nationally, 50% of students meet their growth target in any given year.

Due to the COVID-19 pandemic schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules.				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	71.4%	69.9%	66.4%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Due to the COVID-19 pandemic schools were unable to administer SOL exams in the spring of 2020. Therefore, the percentage of passing scores could not be established.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.				
Instrument: Transcript, Verified Credits*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	29	26	16	--
Pre-test Average Score 18-19 Cohort	48.3%	50.0%	30.8%	--
Post-test Average Score 19-20 Cohort	69.0%	69.2%	50.0%	--
Number of Students Assessed 19-20 Cohort	20.7 percentage points	19.2 percentage points	19.2 percentage points	--
Net Change	29	26	16	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2019-20, 69.0% of eighth grade students involved in BRV-Rolfe enrolled in at least one advanced course during their middle school careers. These enrollment figures were similar for eighth grade black, 69.2%, and lower for eighth grade economically disadvantaged, 50.0%, students. In 2018-19, 48.3% of eighth grade students involved in BRV-Rolfe enrolled in at least one advanced course during their middle school careers. The percentage for black students was 50.0% and for economically disadvantaged students it was 30.8%. These figures represent a one-year increase of 20.7 percentage points for all students, 19.2 percentage points for black students and 19.2 percentage points for economically

disadvantaged students. Students involved in BRV-Rolfe have yet to exceed the goal of 80% enrollment for all groups.

Program components that will be implemented to achieve the 80% threshold include adding a mandatory foreign language enrollment component for all BRV-Rolfe students in the 7th-8th grades. Students who have completed a full year in foreign language as 7th graders will be registered for their second year of foreign language as an eighth grader. In addition, 6th/7th grade BRV students who are eligible to take the advanced track in Math will be encouraged to do so. Students will also receive academic support throughout the school year in the form of individualized tutoring sessions and homework help.

8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The Extended School Year (ESY) program has enabled teachers, counselors, and administrators to attend local, statewide, and national professional development workshops and conferences. ESY staff have implemented the instructional strategies garnered from those conferences and workshops in the elementary, middle and high school classrooms to continually improve both teaching and learning. ESY staff have utilized a “Train the Trainer” model to share those strategies with building staff to the benefit of all students in the ESY schools and, ultimately, in the division.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program				
Start-up Years 1-3: 20% Local Match (see note below)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals	Project Role	State	Local	
Francis, Mrs. Sharne	Coordinator	\$3,684.33	\$0	
Whirley, Mr. Duane	Teacher	\$1,859.22	\$0	
Reardon, Mr. Gordon	Teacher	\$1,859.22	\$0	
Davis, Mr. Marlin	Instructional Asst.	\$693.33	\$0	

Bradsher, Ms. Sarah	Teacher	\$1,826.97	\$0
Freeman, Ms. Tiffany	Teacher	\$1,856.09	\$0
Rawlings, Mr. Kawaune	Teacher	\$1,815.47	\$0
Barnes, Ms. Jacqueline	Instructional Asst.	\$941.18	\$0
Brown, Mrs. Tina	Teacher	\$1,896.72	\$0
Epps, Miss Kassandra	Teacher	\$1,577.97	\$0
Travis, Mrs. Frenchie	Teacher	\$1,530.06	\$0
Guy, Ms. Amanda	Teacher	\$1,596.72	\$0
Garrett, Mrs. Jamia	Teacher	\$1,859.22	\$0
Dilworth, Ms. Melissa	Clinic Attendant	\$814.50	\$0
Revis, Mrs. Kimberly	Nurse	\$106.03	\$0
Total Salaries and Wages 1000		\$23,917.03	\$0
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.			
		Source of Funds	
Names of Individuals		State	Local
Francis, Mrs. Sharne		\$281.85	\$0
Whirley, Mr. Duane		\$142.23	\$0
Reardon, Mr. Gordon		\$142.24	\$0
Davis, Mr. Marlin		\$53.03	\$0
Bradsher, Ms. Sarah		\$139.77	\$0
Freeman, Ms. Tiffany		\$141.99	\$0
Rawlings, Mr. Kawaune		\$138.89	\$0
Barnes, Ms. Jacqueline		\$71.99	\$0
Brown, Mrs. Tina		\$145.09	\$0
Epps, Miss Kassandra		\$120.72	\$0
Travis, Mrs. Frenchie		\$117.05	\$0
Guy, Ms. Amanda		\$122.15	\$0
Garrett, Mrs. Jamia		\$142.24	\$0
Dilworth, Ms. Melissa		\$62.31	\$0
Revis, Mrs. Kimberly		\$8.11	\$0
Total Employee Benefits 2000		\$1,829.66	\$0
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.			
		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Newton Bus Service		\$4,690	\$0
Admission - Madame Tussaud's Washington D.C.		\$1,191.75	\$0
Winn Bus Service		\$1,385	\$0
Total Contractual Services 3000		\$7,266.75	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.			
		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Pupil Transportation		\$2,101.79	\$0

Total Internal Services 4000	\$2,101.79	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Travel 5000	\$0	\$0
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Materials and Supplies 6000	\$0	\$0
	State	Local
Total Project Budget	\$35,115.23	\$0

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

(BRV Grant - Part 3 of 3) – Varina High School

Fiscal Year(s) Funds Used: **FY19 carryover funds**

The final report must include the following:

1. The names and addresses of the school division and participating schools;

Henrico County Public Schools
Baker Elementary, 6651 Wilson Road, Henrico, VA 23231
Rolfe Middle School, 6901 Messer Road, Henrico, VA 23231
Varina High School, 7053 Messer Road, Henrico, VA 23231

1. Grant Coordinator contact information:

Cheryl Gray Ball, Educational Specialist, Grants
cgrayball@henrico.k12.va.us
804-652-3370

2. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

Please see the BRV Student Prep Program Executive Summary at the beginning of the document.

3. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

The College Success Seminar Program at Varina High School held 60 days of instruction from September 4, 2019 to March 12, 2020. College Success Seminar courses met for approximately 90 hours. 9th and 10th graders were enrolled in Principles of Leadership and met in one classroom The content areas of Health/PE, English, Math, History, Science (Horticulture and Agriculture), Communication/Public Speaking, and Economics are addressed. This year, in-person classes ended March 13 due to the COVID-19 pandemic, but virtual learning continued.

This school year, the program contained 37 students in grades 9-12; 11 students in grade 9, eight students in grade 10, nine students in grade 11, and nine students in grade 12. This program specifically targets students who would be first-generation college graduates from an economically disadvantaged background or students who, with additional support, can achieve success in honors/AP courses based on their on-grade level NWEA and pass/pass advanced SOL scores. Of the 37 students, there were 22 girls and 19 boys. There were 28 African-American students, 6 Caucasian students, 2 biracial students, and 1 Indian student. 46% of the students are eligible for free or reduced lunch.

4. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

This year, grant funding allowed three College Success Seminar teachers attended and presented at the National Council of Teachers of English annual conference in Baltimore, Maryland. Information about amplifying student voice and diversifying classrooms was brought back to Varina, and teachers participated in a number of professional development activities partnered with College Success Seminar teachers including leading diverse books book talks to help teachers understand the importance of student experience with multicultural and relevant texts, and in the English Department, continuing rigorous instruction with Laying the Foundation. College Success Seminar teachers lead teachers through incorporating diverse texts, building text sets, and engaging students with texts in a meaningful way.

Outside of professional development, we partnered with other teachers on campus by inviting them to the College Success Seminar classes to teach lessons to students in the program. For example, the Innovative Learning Coach taught a lesson on using technology to make presentations stand out and appeal to audiences, and the school librarian visited to judge student presentations.

The School Counselors meet with our students weekly for mental health and mindfulness activities including meditation, time management strategies, and academic support. Parents attend quarterly parent meetings and parent-teacher conferences. This academic year, parent meetings were student-led. Students prepared presentations and shared information with parents, and this had a positive influence on increasing parent attendance at meetings.

The College Success Seminar Program has coordinated a partnership with the Community Liaison for Noah's Children, a Bon Secour's pediatric palliative care program, for students to complete service learning projects. The students collected donations from the community and created Valentine's Day baskets to give to Noah's Children patients. Noah's Children staff worked with College Success Seminar students to guide them through the project. Students were able to meet and engage with the mother of Mya Smith, a Henrico County student who was also a Noah's Children patient who passed away last year. Mrs. Smith expressed her gratitude for the work the students were doing with their service learning projects; this helped to authenticate the service learning experience.

College Success Seminar also worked with a representative, Ms. Jessica Anderson, from John Tyler Community College to share knowledge of the Community College system with our students. She visited the classroom to lead activities and workshops to help our underclass students learn the pros and cons of attending community college before a four-year university. Students then had the opportunity to visit the community college.

College Success Seminar students also hosted a guest speaker series where three former Varina High School students visited the classroom to share their stories, experiences, and path to success with our students. The representative visited our classrooms

multiple times to work with the students on steps to prepare for post-high school education.

Our students hosted the speakers as they would in any professional setting; they had to interview the speakers to write an introduction, prepare appropriate questions, and offer a gesture of thanks at closing. This year, we hosted three former students from state colleges including Radford and the University of Virginia, who are now Marine officers, Capital Police officers, and entrepreneurs.

Students visited two state universities, Longwood University and Christopher Newport University. Grant funds were used to provide transportation and meals. While visiting Longwood University, students also had the opportunity to visit the Moton Museum and learn the history of Brown v. Board of Education and hear about the closing of schools in Prince Edward County, Virginia. Earlier in the year, students visited the National Museum of African American History and Culture in Washington, D.C. We had scheduled a visit to the Valentine Museum to learn the history of redlining in Richmond, but the trip was cancelled due to a power outage and then Covid-19.

5. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

A barrier to implementation this year was the COVID-19 pandemic. Students were unable to attend scheduled Math SAT prep workshops and AP study sessions. The spring SAT test was cancelled, and many students felt unprepared for AP tests. 7 College Success Seminar students took 8 AP tests including AP English Language and Composition, AP Environmental Science, AP Psychology, AP Government, and AP United States History.

Grant funding was an aid to the program this year; it was used to finance professional learning for the staff; as a result, staff are more competent and aware of measures to overcome barriers and obstacles to college education. Grant funding supports the buses to make college visits possible. The college visits are eye-opening for our students; many would otherwise not be able to visit and learn about so many schools in Virginia. One of the most important benefits of grant support to our program is SAT and AP tests that are important for college acceptance.

Community connections aided program success as well. Working with Noah's Children not only provided volunteer hours to our students, but it also taught them lifelong cooperative learning skills and experience with service learning and helping others. Making connections with John Tyler Community College was especially impactful because the college representative was able to come to the classroom and support the students in understanding community college as an option or starting point for higher education.

6. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: 50% of ESY students will meet their individual NWEA MAP growth targets				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	83.3%	75.0%	100.0%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall

administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target. Nationally, 50% of students meet their growth target in any given year.

Due to the COVID-19 pandemic schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	87.3%	88.1%	100.0%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Due to the COVID-19 pandemic schools were unable to administer SOL exams in the spring of 2020. Therefore, the percentage of passing scores could not be established.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 12th grade.				
Instrument: Verified Credits*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	9	6	5	--
Pre-test Average Score 18-19 Cohort	100.0%	100.0%	100.0%	--
Post-test Average Score 19-20 Cohort	100.0%	100.0%	100.0%	--
Net Change	0.0 percentage points	0.0 percentage points	0.0 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2019-20, 100.0% of students involved in BRV-Varina enrolled in at least one advanced level course by 12th grade. The percentage, 100%, was the same for 2018-19. BRV-Varina students have consistently surpassed the goal of 80% of students enrolling in at least one advanced level course during their high school careers.

Program components that have influenced the high percentage of students enrolling in advanced level courses include supporting our students with study

sessions, working with their teachers and school counseling department, and attending cross-curricular field trips. Students in College Success Seminar engaged in direct instruction to learn notetaking and organization strategies. Funds were used to purchase binders, dividers, folders, and highlighters to equip students with supplies to practice learning of notetaking and organization skills. Students met with their school counselor monthly to review academic progress and discuss future plans.

College Success Seminar teachers collaborated with content team teachers to support BRV-Varina students in their classrooms. This academic year, we involved resource teachers including librarians and Innovative Learning Coaches in classroom lessons. This supported students' acquisition of skills needed to support learning in advanced level courses including strengthening critical thinking skills, practicing problem based learning, and learning to collaborate with others. Class time was also allotted for group studying and preparing for assessments in advanced courses.

7. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The Extended School Year (ESY) program has enabled teachers, counselors, and administrators to attend local, statewide, and national professional development workshops and conferences. ESY staff have implemented the instructional strategies garnered from those conferences and workshops in the elementary, middle and high school classrooms to continually improve both teaching and learning. ESY staff have utilized a "Train the Trainer" model to share those strategies with building staff to the benefit of all students in the ESY schools and, ultimately, in the division.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program	
Start-up Years 1-3: 20% Local Match (see note below)	
Start-up Years 4+: Local Match Based on Local Composite Index	
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED	
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.	Source of Funds

Names of Individuals	Project Role	State	Local
Loren Johnson	Teacher Health/PE	\$2,998.27	0
Julia Loveland	Nurse	\$153.57	0
Tiffany Lewis	Teacher	0	\$18,230.48
Jason Ward	Teacher	0	\$17,190.56
Total Salaries and Wages 1000		\$3,151.84	\$35,421.04
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		Source of Funds	
Names of Individuals		State	Local
Loren Johnson		\$229.38	0
Julia Loveland		\$11.75	0
Tiffany Lewis		0	\$10,246.41
Jason Ward		0	\$7,360.72
Total Employee Benefits 2000		\$241.13	\$17,607.13
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Newton Bus		\$1,130.00	\$0
Victory Travel		\$1,100.00	\$0
Total Contractual Services 3000		\$2,230.00	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Pupil Transportation		\$85.85	\$0
Total Internal Services 4000		\$85.85	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
NCTE Conference Registration		\$1,260.00	\$0
VATE Conference Registration		\$175.00	\$0
Total Travel 5000		\$1,435.00	\$0
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
College Board SAT Test Prep Materials		\$285.50	\$0

School Specialty Inc. Classroom supplies	\$283.43	\$0
Follett School Solutions, Inc.	\$294.40	\$0
Custom Ink tshirts	\$410.04	\$0
Teacher Reimbursement - classroom materials	\$746.66	\$0
Total Materials and Supplies 6000	\$2,020.03	\$0
	State	Local
Total Project Budget	\$9,163.85	\$53,028

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report
(ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used: **FY19 carryover funds**

The final report must include the following:

1. The names and addresses of the school division and participating schools;

Henrico County Public Schools
Brookland Middle School
9200 Lydell Drive
Henrico, VA 23228

2. Grant Coordinator contact information;

Cheryl Gray Ball, Educational Specialist, Grants
cgrayball@henrico.k12.va.us
804-652-3370

3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The goal of the Brookland Cub Institute is to improve sixth, seventh, and eighth grade students' academic achievement in the core content areas of math and English. To achieve this goal, several objectives and activities were implemented: targeted instruction during the school day in areas of weakness followed by afterschool tutoring in math and English; reading and writing boot camps; regularly scheduled homework assistance; and a six-week academic enrichment summer session. During the summer session students attended reading, writing, math, and study skill sessions for an hour each daily. In addition, students attended weekly field trips that drew connections between classroom content and the world around them.

Brookland Cub Institute objectives are to:

1. Ensure that 50% of students meet their individual NWEA reading growth targets;
2. Ensure that students have a pass rate of 75% or greater for all SOL subject areas; and,
3. Ensure that 80% of students enroll in at least one advanced level course by 8th grade.

2019-20 was year four for the Cub Institute extended school year program. The limited time available for the students enrolled in the program provided some opportunities for improvement. Program coordinators worked on goal setting with students and developing literacy skills. To increase the percentage of students enrolled in advanced level coursework, program coordinators worked with teachers to identify Cub Institute students who have the ability but are not currently on the accelerated English track.

Results data for the three metrics was not available due to the COVID-19 pandemic and the closure of schools.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

Cub Institute is an extended school year program that provides year-round exposure to educational and skill building experiences so that students are better prepared for college and future careers. Teachers, coordinators, and administrators work to create confident learners who are motivated to plan for their future. Students with varying abilities, talents and interests participate in Cub Institute through teacher and counselors' recommendations, parental requests or peer recommendations. Cub Institute began on November 6, 2019 with 130 students. Students participated in afterschool tutoring sessions for 2 hours per week in the areas of reading and math. Due to Covid-19, sessions ended on March 11, 2020.

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

This year our enrollment is over 130 students, and we continue to see additional enrollment of at least 3-4 students per week. There is consistent attendance of at least 75 students per week in Cub Institute. Brookland Middle School teachers, administrators and counselors have been actively recruiting students to the program. They are following up with parents and recommending it when appropriate during parent meetings. Parents are also hearing about Cub Institute from our CI parents and students.

We have established a partnership with Feed More to provide free full meals to our afterschool students. The middle school Math and Language Specialists have worked with us to recommend computer programs and manipulatives to incorporate into the after-school tutoring program. We also have added an additional Math teacher this year to support our advanced students taking Algebra and Geometry.

6. Description of the barriers and aides to the program's implementation, including

community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

The barrier we continue to see is having consistent attendance of all Cub Institute students. Many students participate in other afterschool activities at school and at home that require them to miss sessions. We encourage students to continue to participate in Cub Institute activities when possible. Also, between a late start date and the COVID-19 school closure we missed several learning opportunities for our students.

7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: 50% of ESY students will meet their individual NWEA MAP growth targets.				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--

Pre-test Average Score 18-19 Cohort	52.1%	52.6%	56.8%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target. Nationally, 50% of students meet their growth target in any given year.

Due to the COVID-19 pandemic schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--

Pre-test Average Score 18-19 Cohort	41.1%	40.9%	42.2%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Due to the COVID-19 pandemic schools were unable to administer SOL exams in the spring of 2020. Therefore, the percentage of passing scores could not be established.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.				
Instrument: Transcripts, Verified Credits*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	75	46	55	--
Pre-test Average Score 18-19 Cohort	25.0%	35.7%	26.7%	--

Post-test Average Score 19-20 Cohort	52.0%	45.7%	45.5%	--
Net Change	+27.0 percentage points	+10.0 percentage points	+18.8 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2019-20, 52.0% of eighth grade students involved in Cub Institute enrolled in at least one advanced course during their middle school careers. These enrollment figures were lower for eighth grade black, 45.7%, and eighth grade economically disadvantaged, 45.5%, students. In 2018-19, 25.0% of eighth grade students involved in Cub Institute enrolled in at least one advanced course during their middle school careers. The percentage for black students was 35.7% and for economically disadvantaged students it was 26.7%. These figures represent a one-year increase of 27.0 percentage points for all students, 10.0 percentage points for black students and 18.8 percentage points for economically disadvantaged students.

In the 2019-20 school year we able to increase the enrollment of Cub Institute students in advanced courses to 52% up from 25% of the previous school year. One thing that helped this year was the addition of the advanced math teacher to identify advanced students who would benefit from the extended learning opportunities and advanced math tutoring. In addition, our administrators, counselors, and teachers worked with students to identify advanced courses that would be beneficial to them. For the upcoming school year, we will continue to identify and place CI students in advanced courses that will support their abilities and interests as well as provide enriching learning opportunities.

- Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The Extended School Year (ESY) program has enabled teachers, counselors, and administrators to attend local, statewide, and national professional development workshops and conferences. ESY staff have implemented the instructional strategies garnered from those conferences and workshops in the elementary, middle and high school classrooms to continually improve both teaching and learning. ESY staff have utilized a “Train the Trainer” model to share those strategies with building staff to the benefit of all students in the ESY schools and, ultimately, in the division.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools**

that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program				
Start-up Years 1-3: 20% Local Match (see note below)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals	Project Role	State	Local	
Joyner, Mr. Richard	Teacher	\$2,361.31	\$0	
Seals, Mrs. Kellie	Teacher	\$639.97	\$0	
Marshall Lee, Ms. Staci	Coordinator	\$5,973.43	\$0	
Heesen, Ms. June	Teacher	\$2,623.69	\$0	
Robertson, Mrs. LaTisha	Teacher	\$959.91	\$0	
Badgett, Ms. Sara	Teacher	\$2,047.70	\$0	
Hickey, Mr. Todd	Teacher	\$537.56	\$0	
Henson, Mrs. Nicole	Teacher	\$2,162.88	\$0	
Gaudy, Ms. Kristina	Teacher	\$1,606.15	\$0	
Lally, Ms. Greer	Teacher	\$1,017.56	\$0	
Matko, Ms. Emily	Teacher	\$639.97	\$0	
Sales, Ms. Lisa V	Teacher	\$107.30	\$0	
Rucker, Ms. Sandra	Teacher	\$947.03	\$0	
Mortazavi, Ms. Maria C	Instructional Asst.	\$265.96	\$0	
Easley, Ms. Wandreia	Teacher	\$2,834.67	\$0	
Thomas, Mrs. Dana	Instructional Asst.	\$3,161.01	\$0	

Brown, Mrs. Elizabeth	Teacher	\$819.40	\$0
Bailey, Ms. Monica	Instructional Asst.	\$1,301.36	\$0
Williams, Ms. Sharmeka	Teacher	\$1,292.57	\$0
Dill, Mrs. Adriana	Teacher	\$1,017.43	\$0
Smith, Ms. DeShonna	Teacher	\$1,420.56	\$0
Jones, Mrs. April	Teacher	\$3,071.42	\$0
Davis, Ms. Tameka	Instructional Asst.	\$1,293.47	\$0
Total Salaries and Wages 1000		\$38,102.31	\$0
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.			
		Source of Funds	
Names of Individuals		State	Local
Joyner, Mr. Richard		\$180.66	\$0
Seals, Mrs. Kellie		\$48.96	\$0
Marshall Lee, Ms. Staci		\$457.00	\$0
Heesen, Ms. June		\$200.70	\$0
Robertson, Mrs. LaTisha		\$73.46	\$0
Badgett, Ms. Sara		\$156.64	\$0
Hickey, Mr. Todd		\$41.13	\$0
Henson, Mrs. Nicole		\$165.47	\$0
Gaudy, Ms. Kristina		\$122.86	\$0
Lally, Ms. Greer		\$77.82	\$0
Matko, Ms. Emily		\$48.97	\$0
Sales, Ms. Lisa		\$8.21	\$0
Rucker, Ms. Sandra		\$72.44	\$0
Mortazavi, Ms. Maria C		\$20.33	\$0
Easley, Ms. Wandreia		\$216.84	\$0
Thomas, Mrs. Dana		\$350.49	\$0
Brown, Mrs. Elizabeth		\$62.66	\$0
Bailey, Ms. Monica		\$99.55	\$0
Williams, Ms. Sharmeka		\$98.88	\$0
Dill, Mrs. Adriana		\$77.83	\$0
Smith, Ms. DeShonna		\$108.68	\$0
Jones, Mrs. April		\$234.95	\$0
Davis, Ms. Tameka		\$98.94	\$0
Total Employee Benefits 2000		\$3,023.47	\$0
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.			
		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
VA AQUARIUM & MARINE SCIENCE CTR		\$765.00	\$0
AGECROFT HALL		\$1,300.00	\$0
JAMES RIVER TRANSPORTATION		\$7,405.58	\$0
Virginia Repertory Theatre		\$1,650.00	\$0
Total Contractual Services 3000		\$11,120.58	\$0

Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Pupil Transportation	\$5,822.60	\$0
Total Internal Services 4000	\$5,822.60	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0.00	\$0
Total Travel 5000	\$0.00	\$0
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Mrs. Lee reimbursement for supplies	\$55.62	\$0
Parent Meeting - Chick fil A	\$381.15	\$0
Total Materials and Supplies 6000	\$436.77	\$0
	State	Local
Total Project Budget	\$58,505.73	\$0

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Fiscal Year(s) Funds Used: FY19 carryover funds

The final report must include the following:

1. The names and addresses of the school division and participating schools;

Henrico County Public Schools
Fairfield Middle School
5121 Nine Mile Road
Richmond, VA 23223

2. Grant Coordinator contact information:

Cheryl Gray Ball, Educational Specialist, Grants
cgrayball@henrico.k12.va.us
804-652-3370

3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The goal of the Fairfield Middle School Building Mindful Learners Project (BMLP) is to increase overall math and English achievement and grow a culture of caring and mindfulness within the student community.

The Fairfield BMLP objectives are to:

1. Ensure that 50% of BMLP students meet their individual NWEA reading growth targets;
2. Ensure that BMLP students have a pass rate of 75% or greater for all SOL subject areas; and
3. Ensure that 80% of BMLP students enroll in at least one advanced level course by 8th grade.

Results data for the three metrics was not available due to the COVID-19 pandemic and the closure of schools.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

To date, the program's target hours, days (Monday through Friday, January through June 2020), and programming obligations were unfulfilled as a result of delays with the implementation of the program following the beginning of the calendar year and school closure.

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

The Building Mindful Learners' program parent involvement event scheduled for late March 2020, professional learning conferences for teachers scheduled in the months of March through June 2020, were all cancelled as a result of mandatory school closure in March 2020.

6. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

Many of the barriers preventing implementation of the program meeting times (Monday through Friday, January 2020-June 2020), trips, and activities revolved around the mandatory closure of school. In measuring the success of the program, Standards of Learning (SOL) and Measures of Academic Progress (MAP) Reading and math scores, factors used to determine placement in advanced coursework as well as to compare student academic performance from year to year, were unavailable because students did not take these assessments prior to school closure.

7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program's impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

Metric: 50% of ESY students will meet their individual NWEA MAP growth target

Instrument: NWEA MAP Reading Test*

Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	42.1%	39.4%	37.5%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target. Nationally, 50% of students meet their growth target in any given year.

Due to the COVID-19 pandemic schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric

Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules.

Instrument: SOL Exams*

Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	71.2%	68.8%	74.3%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Due to the COVID-19 pandemic schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here: Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric

Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.

Instrument: Transcripts, Verified Credits*

Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	36.4%	36.4%	50.0%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Due to circumstances noted in the narrative section above, the Fairfield-BMLP program did not enroll students before the COVID-19 closure. Consequently, student data for the 2019-20 school year is not available.

8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The Extended School Year (ESY) program has enabled teachers, counselors, and administrators to attend local, statewide, and national professional development workshops and conferences. ESY staff have implemented the instructional strategies garnered from those conferences and workshops in the elementary, middle and high school classrooms to continually improve both teaching and learning. ESY staff have utilized a “Train the Trainer” model to share those strategies with building staff to the benefit of all students in the ESY schools and, ultimately, in the division.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Start-up Years 1-3: 20% Local Match (see note below)

Start-up Years 4+: Local Match Based on Local Composite Index

NO CAPITAL COSTS or INDIRECT COSTS ALLOWED

Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.		Source of Funds	
Names of Individuals	Project Role	State	Local
Ryan Bures	Teacher	\$281.71	\$0
Hannah Gorman	Teacher	\$2,257.20	\$0
Nichole Gross	Teacher	\$1,457.49	\$0
Alana Hartman-Hall	Teacher	\$329.62	\$0
Kathlin Hinski	Teacher	\$1,202.70	\$0
Quantina Jackson	Teacher	\$315.63	\$0
Alexis Mason	Teacher	\$1,568.04	\$0
Jade Miller	Teacher	\$1,480.10	\$0
Cara Patterson	Teacher	\$511.92	\$0
Briana Pierce	Teacher	\$1,964.52	\$0
Leah Powell	Teacher	\$1,662.23	\$0
Cara Sederbaum	Teacher	\$1,579.20	\$0
Nura Surita	Teacher	\$873.43	\$0
Trevon Tucker	Teacher	\$1,919.70	\$0
Jeffrey Varljen	Teacher	\$870.27	\$0
Leah Widenhoft	Coordinator	\$1,783.50	\$0
Total Salaries and Wages 1000		\$20,057.26	\$0
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		Source of Funds	
Names of Individuals		State	Local
Ryan Bures		\$21.57	\$0
Hannah Gorman		\$172.69	\$0
Nichole Gross		\$111.51	\$0
Alana Hartman-Hall		\$25.21	\$0
Kathlin Hinski		\$92.01	\$0
Quantina Jackson		\$24.16	\$0
Alexis Mason		\$119.97	\$0
Jade Miller		\$113.23	\$0
Cara Patterson		\$39.16	\$0
Briana Pierce		\$150.29	\$0
Leah Powell		\$127.17	\$0
Cara Sederbaum		\$24.86	\$0
Nura Surita		\$66.82	\$0
Trevon Tucker		\$146.86	\$0
Jeffrey Varljen		\$66.58	\$0
Leah Widenhoft		\$136.45	\$0
Total Employee Benefits 2000		\$1,438.54	\$0

Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Laser Quest admission	\$380	\$0
Total Contractual Services 3000	\$380	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.		
Source of Funds		
Description (please provide detailed cost calculations)	State	Local
Pupil Transportation	\$7,183.09	\$0
Total Internal Services 4000	\$7,183.09	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.		
Source of Funds		
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Travel 5000	\$0	\$0
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.		
Source of Funds		
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Materials and Supplies 6000	\$0	\$0
	State	Local
Total Project Budget	\$29,058.89	\$0

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Fiscal Year(s) Funds Used: FY19 carryover funds

The final report must include the following:

1. The names and addresses of the school division and participating schools;

Henrico County Public Schools
Elko Middle School
5901 Elko Road
Sandston, Virginia 23150

2. Grant Coordinator contact information;

Cheryl Gray Ball, Educational Specialist, Grants
cgrayball@henrico.k12.va.us
804-652-3370

3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The goal of the Elko SOAR program is to increase students' reading and math achievement through the provision of additional instructional support and remediation, enrichment, and other engaging activities. During the course of the school year, SOAR students were assigned to a grade level math and reading cohort. These students received targeted assistance on their identified math and reading academic needs and study skills support. Students in Elko-SOAR did benefit from targeted assistance during Advisory block and the after-school program. Continued exposure to this assistance and participation in the summer program should result in improved performance on the benchmarks.

Results data for the three metrics was not available due to the COVID-19 pandemic and the closure of schools.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

Students in grades sixth through eighth were identified for the Elko SOAR program to improve their reading and math achievement. Students identified for math and reading support were initially targeted due to their Spring 2019 NWEA score and/ or SOL performance. Students were double blocked in math and reading. Targeted assistance was provided to improve student performance during the last 30 min of the double block, at least two days a week.

Starting in December of 2019 to March 10, 2020, math students received after school support and tutoring on Tuesdays and Thursdays. There were eight Algebra students invited to after school tutoring, in which, two to three students attended the tutoring sessions consistently. These SOAR students were able to meet for 25 days for a total of 31.25 hours. In addition, some of the identified SOAR students assigned to the Alternate Learning Program (RESET), received targeted assistance in math to improve and enhance their ability to make connections to specific math concepts. This targeted assistance. There were two SOAR students involved in this targeted assistance for two days in February 2020.

On January 27, 2020, a change of leadership occurred at Elko Middle School. The Interim Principal met with the Grant Coordinator to review the components of the ESY program. It was determined that more students would benefit from integration in the SOAR program. A new SOAR coordinator was identified, and an additional 25 students were invited to join the program. The new 25 students did not include the eight Algebra students already involved in Elko SOAR. In order to participate, the new students returned letters of participation giving them permission to meet after school on Tuesdays and Thursdays. The new students were scheduled to start on Thursday March 12, 2020. Of the 25 students identified, 16 remained after school on March 12, for 1.25 hours. Unfortunately, on March 13, 2020 in person attendance at school was terminated due to COVID-19.

During September and October 2019, targeted students were administered the Great Reading Diagnostic Test and/or the Qualitative Reading Inventory. Students who would benefit from additional support in reading were placed in small group instruction. Small group instruction began November 12, 2019 and was integrated into the double blocked English classes. As part of small group instruction, teachers received a profile of each student's weak areas. Using this information, they were able to provide targeted small group instruction at least twice a week. Some of the SOAR students were involved in his small group instruction. Throughout the school year, teachers received professional learning opportunities, facilitated by the reading coach, to assist them with the small group instruction. The small group interventions ended March 13, 2020 due to the termination of in face instruction.

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

There were several teachers, coaches, administrators, and community members involved in the remediation and enrichment experiences provided to our targeted students. The associate principal and English coach provided co-teaching experiences to facilitate small group instruction for students. Several walk-through observations were conducted which focused on small group targeted instruction in English classes. The associate principal and English coach identified English students who achieved at an established mastery level. These students were included in positive incentive celebrations. The positive celebration events took place every two weeks starting in February 2020. The number of students eligible for the positive incentive celebrations increased weekly.

The assistant principal along with the librarian facilitated STEAM activities for identified math students during Advisory periods on Tuesdays and after school on Thursdays. Students worked with Ozobots and created pathway for movement along specific maps. Students also engaged in developing geometric patterns with measurements to create their designs using the 3D printer. From April 2020 to June 2020, the librarian and science teachers provided opportunities for students to continue to improve and enhance their reading skills by attending virtual reading forums daily from 12:30-1:30. The teacher facilitating this reading activity taught some of the advanced students involved in the SOAR program. Some of the students involved in these experiences included our SOAR students; however, it was not limited to this population.

During the month of February, the ESY coordinator contacted the Virginia Museum of Fine Arts and the Valentine Museum to coordinate a date and time for SOAR students to visit. The trip was scheduled to take place after Spring Break but was cancelled due to termination of in face school. A dinner was in the process of being planned with parents, students, and teachers involved with the SOAR program. This dinner was scheduled to take place prior to Spring Break. The dinner was designed to allow parents, teachers, and students to discuss the SOAR program, students' experiences with the program, and help garner parental support through the end of the school year. This event did not take place due to COVID-19.

6. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

During the 2019-2020 school year, there were several events that impacted that Elko SOAR program. A change in leadership took place at Elko Middle School on January 27, 2020. This abrupt change resulted in a learning curve for the Interim Principal. After a meeting with the Grant Coordinator, and a review of the current SOAR program, changes were made to include more students. This was due to a review of both data and student performance which indicated that more students were in need of the interventions provided by SOAR. There were only three Algebra students consistently participating in the after-school tutoring program.

The newly assigned school coordinator of SOAR identified additional students to target for participation. The coordinator scheduled a meeting with the students and distributed letters to parents about the program. Several students returned their invitation letters with parent signatures. Students were excited about the program and began on Thursday, March 12. Bus transportation was scheduled to begin March 17 and continue through May 27, 2020.

Looking forward, it would be beneficial to engage the parents of identified SOAR students earlier in the school year. This could be facilitated by allowing teachers and program organizers to discuss the SOAR experience and activities with parents and students while attending a dinner. There should be an intermittent monitoring of

SOAR students' progress, followed by a discussion with the students and parents. The school's grant coordinator and Community-In-Schools coordinator should collaborate on community partnerships that could be put in place throughout in the school year and continue long after the grant has expired.

7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program's impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: 50% of ESY students will meet their individual NWEA MAP growth targets				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	46.2%	36.8%	37.5%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target. Nationally, 50% of students meet their growth target in any given year.

Due to the COVID-19 pandemic schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules.				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	45.3%	46.8%	44.2%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Due to the COVID-19 pandemic schools were unable to administer SOL exams in the spring of 2020. Therefore, the percentage of passing scores could not be established.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.				
Instrument: Transcripts, Verified Credits*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	8	4	5	--
Pre-test Average Score 18-19 Cohort	100.0%	100.0%	100.0%	--
Post-test Average Score 19-20 Cohort	100.0%	100.0%	100.0%	--
Net Change	0.0 percentage points	0.0 percentage points	0.0 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2018-19, 100% of eighth grade students involved in Elko-SOAR enrolled in at least one advanced level course during their middle school careers. The percentage, 100%, was the same for 2019-20. Elko-SOAR students have consistently surpassed the 80% threshold for enrollment in advanced level coursework.

This success is due to the support given to students throughout the year. Small group instruction in reading and math had a positive impact on the student's overall performance. The diagnostic reading tests were able to provide data to further scaffold small group and individual instruction. The identification of struggling SOAR students through semester performance allowed us to provide small group and individual tutoring during elective periods. Students assigned to RESET were provided with help to assist with re-teaching and re-testing in specific content areas. The summer bridge program provides students with the opportunity to focus on specific content that has a trend of students performing lower with certain skills. During the summer of 2020, 60 students were recommended to participate in the bridge program. This enrichment program has the potential to maintain the high percentage of designated students for advanced classes for the 2020-2021 school year.

8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The Extended School Year (ESY) program has enabled teachers, counselors, and administrators to attend local, statewide, and national professional development workshops and conferences. ESY staff have implemented the instructional strategies garnered from those conferences and workshops in the elementary, middle and high school classrooms to continually improve both teaching and learning. ESY staff have utilized a "Train the Trainer" model to share those strategies with building staff to the benefit of all students in the ESY schools and, ultimately, in the division.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program				
Start-up Years 1-3: 20% Local Match (see note below)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals	Project Role	State	Local	
Chlorie, Mr. Frank	Teacher	\$1,819.17	\$0	
Carden, Ms. Cindy	Teacher	\$2,582.74	\$0	
Burns, Mr. Michael	Teacher	\$1,712.63	\$0	
Dance-Lewis, Ms. Dianna	Teacher	\$3,030.48	\$0	
Fells, Ms. Ericka	Teacher	\$437.25	\$0	
Anderson, Mrs. Wanda	Teacher	\$281.56	\$0	
Saint James, Miss Aiesha	Teacher	\$1,552.96	\$0	
Comer, Ms. Aaryn	Teacher	\$1,224.29	\$0	
Rogers, Ms. Avery	Coordinator/Teacher	\$2,942.90	\$0	
Reed, Mrs. Ethel	Teacher	\$1,228.56	\$0	
Burnett, Ms. Melissa	Teacher	\$396.77	\$0	
Clark, Ms. Devon	Teacher	\$32.00	\$0	
Fields, Ms. Barbara	Teacher	\$735.88	\$0	
Shiew, Mrs. Leanna	Teacher	\$32.00	\$0	
Self, Mrs. April	Teacher	\$729.60	\$0	
Total Salaries and Wages 1000		\$18,738.79	\$0	
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.			Source of Funds	
Names of Individuals		State	Local	
Chlorie, Mr. Frank		\$139.21	\$0	
Carden, Ms. Cindy		\$197.58	\$0	
Burns, Mr. Michael		\$131.01	\$0	
Dance-Lewis, Ms. Dianna		\$231.84	\$0	
Fells, Ms. Ericka		\$33.44	\$0	
Anderson, Mrs. Wanda		\$21.53	\$0	
Saint James, Miss Aiesha		\$118.82	\$0	
Comer, Ms. Aaryn		\$93.65	\$0	
Rogers, Ms. Avery		\$225.13	\$0	

Reed, Mrs. Ethel	\$93.99	\$0
Burnett, Ms. Melissa	\$30.35	\$0
Fields, Ms. Barbara	\$56.29	\$0
Shiew, Mrs. Leanna	\$2.45	\$0
Self, Mrs. April	\$55.82	\$0
Clark, Ms. Devon	\$2.44	\$0
Total Employee Benefits 2000	\$1,433.55	\$0
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
JAMES RIVER TRANSPORTATION	\$2,975	\$0
Lewis Ginter Botanical Garden	\$558	\$0
Science Museum of VA	\$540	\$0
Total Contractual Services 3000	\$4,073.00	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Internal Services 4000	\$0	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Travel 5000	\$0	\$0
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Reimbursement to Elko - classroom materials and supplies	\$255.90	\$0
Total Materials and Supplies 6000	\$255.90	\$0
	State	Local
Total Project Budget	\$24,501.24	\$0

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Fiscal Year(s) Funds Used: FY18 carryover funds

The final report must include the following:

1. The names and addresses of the school division and participating schools;

Henrico County Public Schools
Wilder Middle School
6900 Wilkinson Road
Henrico, VA 23227

2. Grant Coordinator contact information;

Cheryl Gray Ball, Educational Specialist, Grants
cgrayball@henrico.k12.va.us
804-652-3370

3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The goal of the College Readiness Center (CRC) is to prepare and develop underrepresented students for academic success as future college students through intensive support and rigorous curriculum at Wilder Middle School. The College Readiness Center is designed to improve student achievement and, with fidelity of implementation, will achieve the following objectives:

1. Students in the CRC will undertake and pass college preparatory gateway courses (Algebra 1, World History 1, Advanced English 8, and Earth Science) by 8th grade.
2. Students in the CRC will show academic growth and achievement.
3. Students in the CRC will attend school regularly and demonstrate appropriate conduct.
4. Students will be immersed in college experiences through exposure to college students, campuses, and faculty.

To achieve these goals and objectives, the CRC program utilized intensive teacher training, the AVID methodologies in the classroom, enrolled students in advanced courses, and exposed students to college and university requirements, campuses and faculty over the course of the 2019-20 academic year. Wilder CRC students have generally shown success in meeting the benchmarks associated with all three metrics. CRC staff and teachers will continue to provide extended learning opportunities, focus on literacy skills, work on goal setting with students, connect classroom lessons to the outside world, and enroll all students in at least one advanced level course.

Results data for the three metrics was not available due to the COVID-19 pandemic and the closure of schools.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program,

dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

The College Readiness Center (CRC) was an extended school year program at Wilder Middle School that culminated at the end of the 2019-2020 school year. While the traditional school year is typically from September to June, the CRC extended school year ran from late June of each year to mid-June of the following year and provided 203 total instructional days. During the 2019-2020 school year, instruction in its traditional form was interrupted due to the Covid-19 global pandemic. The students received 180 days of instruction with 7.25 hours per day of traditional instruction as well as virtual instruction which began March 17, 2020.

A total of 43 8th grade students were enrolled. 100% of students in the program were enrolled in accelerated math, social studies or science classes. Additionally, students attended high school level courses including World History, Algebra, Geometry, Earth Science, Spanish, and Computer Science. The demographic make-up of CRC students is as follows: 98% African-American, 1% Caucasian, 1% identified as other.

To support their challenging academic endeavors, the students received classroom tutoring in English (4 hours per day, 5 days a week for a total of 342 hours), math (4 hours per day, 5 days a week for a total of 435.1 hours), and science (4.25 hours on a block schedule for a total of 196.75 hours). The tutors assisted in class with station learning small-groups concentrating on students that needed additional support through a focus on remediation and practice in areas of weakness. This in-class tutoring allowed teachers and tutors to work harmoniously to address student needs as they were encountered.

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

Teachers worked to create challenging content and assist students as they worked through high-school level courses. This includes project based learning that was a part of student course work. Teachers also guided students through a college research project which provided them with insight into the rigorous research & writing process required of high school and college students. Students showcased their research and presented it during our annual college fair event in February of 2020.

The Wilder CRC program fostered a close relationship with parents and families of the students. Parent participation at after school events were routinely attended by many CRC parents. This includes parent attendance during instructional camps, our college fair and information nights about Specialty Centers. With many of our parents attending the Specialty Center information night over several years, and with teachers and staff working to inform this cohort of students about their specialty center options since their 6th grade year, Specialty Center acceptance increased by 8 percent. 42 % of students who completed the program in 2020 accepted placement in 7 different specialty center programs.

6. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

Time for planning and professional development during the school day remained limited. CRC teachers routinely used online groups and shared documents to communicate asynchronously. For program planning and staff development, teachers met after school.

All CRC staff members received AVID training to further support the academic skills learned in core content classes through organizational and academic best practices.

Two of four CRC teachers are in academic leadership positions which make them uniquely positioned to share with the larger staff information to increase best practices.

The acceptance rate of CRC students into Specialty Centers, early graduation, and now graduation continue to serve as academic encouragement for our students. Further, the use of the College Cafe', which allowed students to virtually tour different colleges around the nation while eating lunch in the library with our school counselor, actively encouraged students to make academic decisions that best aligned with their future goals.

As has been the case in past years, most trips during the traditional school year were planned for the latter part of the school year. Those field trips were planned to expose students to area colleges and universities as well as reinforce academic content and skills. However, in response to the Covid-19 pandemic, Governor Northam declared a statewide emergency on March 12, 2020, and then closed all Virginia schools for the remainder of the academic year on March 23, 2020. This statewide closure meant that all travel, trips and professional development planned for the months of March, April and May was subsequently cancelled. While teachers were planning to attend the ASCD conference in mid-March 2020, it was cancelled by ASCD due to Coronavirus/Covid-19 concerns.

7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program's impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
Metric: 50% of ESY students will meet their individual NWEA MAP growth targets				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	54.4%	53.6%	59.6%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target. Nationally, 50% of students meet their growth target in any given year.

Due to the COVID-19 pandemic, schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules.				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	79.4%	78.6%	76.9%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Due to the COVID-19 pandemic, schools were unable to administer SOL exams in the spring of 2020. Therefore, the percentage of passing scores could not be established.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.				
Instrument: Transcripts, Verified Credits*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	43	41	22	--
Pre-test Average Score 18-19 Cohort	100%	100%	100%	--
Post-test Average Score 19-20 Cohort	100%	100%	100%	--
Net Change	0.0 percentage points	0.0 percentage points	0.0 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2019-20, 100% of eighth grade students involved in Wilder-CRC enrolled in at least one advanced level course in their middle school careers. In 2018-19, 100.0% of eighth grade students involved in Wilder-CRC also enrolled in at least one advanced level course during their middle school careers.

CRC students have consistently surpassed the goal of 80% of students enrolling in at least one advanced level course during their middle school careers. To achieve this success, the CRC counselor meets with each student to discuss advanced course options. In addition, every sixth grade student is placed in advanced level science and social studies courses. If successful in those advanced courses in sixth grade, students continue into advanced science and social studies courses in seventh and eighth grades. While student success in these courses is based on effort and efficacy, CRC teachers and tutors are routinely available throughout the school day for additional help or to field questions.

- 8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The Extended School Year (ESY) program has enabled teachers, counselors, and administrators to attend local, statewide, and national professional development workshops and conferences. ESY staff have implemented the instructional strategies garnered from those conferences and workshops in the elementary, middle and high school classrooms to continually improve both teaching and learning. ESY staff have utilized a “Train the Trainer” model to share those

strategies with building staff to the benefit of all students in the ESY schools and, ultimately, in the division.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception:** Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program				
Start-up Years 1-3: 20% Local Match (see note below)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals		Project Role	State	Local
Robinson, Miss Simone		Coordinator/Teacher	\$630.43	\$0
Lalani, Mrs. Sharmin		Tutor	\$4,460.00	\$0
Esposito, Mr. Nicholas		Tutor	\$1,612.55	\$0
Haines, Ms. Amy		Tutor	\$985.40	\$0
Stevenson, Ms. Ebony		Tutor	\$3,122.71	\$0
Dober, Ms. Meighan		Teacher	\$0.00	\$6,877.63
Gunter, Mrs. Dolores		Teacher	\$0.00	\$7,553.76
Manns, Ms. Temeca		Teacher	\$0.00	\$6,877.63
Muse, Mr. Courtney		Teacher	\$0.00	\$7,251.76
Nicholas, Mr. Daniel		Teacher	\$0.00	\$6,964.27
Nugent, Ms. Danielle		Teacher	\$0.00	\$6,542.01
Total Salaries and Wages 1000			\$10,811	\$42,067.06
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.			Source of Funds	
Names of Individuals			State	Local
Robinson, Miss Simone			\$48.23	\$0
Lalani, Mrs. Sharmin			\$341.17	\$0
Esposito, Mr. Nicholas			\$123.36	\$0
Haines, Ms. Amy			\$75.39	\$0
Stevenson, Ms. Ebony			\$238.90	\$0
Dober, Ms. Meighan			\$0	\$2,696.45
Gunter, Mrs. Dolores			\$0	\$3,709.90
Manns, Ms. Temeca			\$0	\$2,902.37
Muse, Mr. Courtney			\$0	\$2,835.07
Nicholas, Mr. Daniel			\$0	\$3,080.03
Nugent, Ms. Danielle			\$0	\$2,393.43
Total Employee Benefits 2000			\$827.05	\$17,617.25

Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Contractual Services 3000	\$0	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.		
Source of Funds		
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Internal Services 4000	\$0	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.		
Source of Funds		
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Travel 5000	\$0	\$0
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.		
Source of Funds		
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Materials and Supplies 6000	\$0	\$0
	State	Local
Total Project Budget	\$11,638	\$59,684

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Fiscal Year(s) Funds Used: FY19 carryover funds

The final report must include the following:

1. The names and addresses of the school division and participating schools;

Henrico County Public Schools
Wilder Middle School
6900 Wilkinson Road
Henrico, VA 23227

2. Grant Coordinator contact information;

Cheryl Gray Ball, Educational Specialist, Grants
cgrayball@henrico.k12.va.us
804-652-3370

3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The goal of the College Readiness Center (CRC) is to prepare and develop underrepresented students for academic success as future college students through intensive support and rigorous curriculum at Wilder Middle School. The College Readiness Center is designed to improve student achievement and, with fidelity of implementation, will achieve the following objectives:

1. Students in the CRC will undertake and pass college preparatory gateway courses (Algebra 1, World History 1, Advanced English 8, and Earth Science) by 8th grade.
2. Students in the CRC will show academic growth and achievement.
3. Students in the CRC will attend school regularly and demonstrate appropriate conduct.
4. Students will be immersed in college experiences through exposure to college students, campuses, and faculty.

To achieve these goals and objectives, the CRC program utilized intensive teacher training, the AVID methodologies in the classroom, enrolled students in advanced courses, and exposed students to college and university requirements, campuses and faculty over the course of the 2019-20 academic year. Wilder CRC students have generally shown success in meeting the benchmarks associated with all three metrics. CRC staff and teachers will continue to provide extended learning opportunities, focus on literacy skills, work on goal setting with students, connect classroom lessons to the outside world, and enroll all students in at least one advanced level course.

Results data for the three metrics was not available due to the COVID-19 pandemic and the closure of schools.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

The College Readiness Center (CRC) was an extended school year program at Wilder Middle School that culminated at the end of the 2019-2020 school year. While the traditional school year is typically from September to June, the CRC extended school year ran from late June of each year to mid-June of the following year and provided 203 total instructional days. During the 2019-2020 school year, instruction in its traditional form was interrupted due to the Covid-19 global pandemic. The students received 180 days of instruction with 7.25 hours per day of traditional instruction as well as virtual instruction which began March 17, 2020.

A total of 43 8th grade students were enrolled. 100% of students in the program were enrolled in accelerated math, social studies or science classes. Additionally, students attended high school level courses including World History, Algebra, Geometry, Earth Science, Spanish, and Computer Science. The demographic make-up of CRC students is as follows: 98% African-American, 1% Caucasian, 1% identified as other.

To support their challenging academic endeavors, the students received classroom tutoring in English (4 hours per day, 5 days a week for a total of 342 hours), math (4 hours per day, 5 days a week for a total of 435.1 hours), and science (4.25 hours on a block schedule for a total of 196.75 hours). The tutors assisted in class with station learning small-groups concentrating on students that needed additional support through a focus on remediation and practice in areas of weakness. This in-class tutoring allowed teachers and tutors to work harmoniously to address student needs as they were encountered.

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

Teachers worked to create challenging content and assist students as they worked through high-school level courses. This includes project based learning that was a part of student course work. Teachers also guided students through a college research project which provided them with insight into the rigorous research & writing process required of high school and college students. Students showcased their research and presented it during our annual college fair event in February of 2020.

The Wilder CRC program fostered a close relationship with parents and families of the students. Parent participation at after school events were routinely attended by many CRC parents. This includes parent attendance during instructional camps, our

college fair and information nights about Specialty Centers. With many of our parents attending the Specialty Center information night over several years, and with teachers and staff working to inform this cohort of students about their specialty center options since their 6th grade year, Specialty Center acceptance increased by 8 percent. 42 % of students who completed the program in 2020 accepted placement in 7 different specialty center programs.

6. Description of the barriers and aides to the program’s implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

Time for planning and professional development during the school day remained limited. CRC teachers routinely used online groups and shared documents to communicate asynchronously. For program planning and staff development, teachers met after school.

All CRC staff members received AVID training to further support the academic skills learned in core content classes through organizational and academic best practices. Two of four CRC teachers are in academic leadership positions which make them uniquely positioned to share with the larger staff information to increase best practices.

The acceptance rate of CRC students into Specialty Centers, early graduation, and now graduation continue to serve as academic encouragement for our students. Further, the use of the College Cafe’, which allowed students to virtually tour different colleges around the nation while eating lunch in the library with our school counselor, actively encouraged students to make academic decisions that best aligned with their future goals.

As has been the case in past years, most trips during the traditional school year were planned for the latter part of the school year. Those field trips were planned to expose students to area colleges and universities as well as reinforce academic content and skills. However, in response to the Covid-19 pandemic, Governor Northam declared a statewide emergency on March 12, 2020, and then closed all Virginia schools for the remainder of the academic year on March 23, 2020. This statewide closure meant that all travel, trips and professional development planned for the months of March, April and May was subsequently cancelled. While teachers were planning to attend the ASCD conference in mid-March 2020, it was cancelled by ASCD due to Coronavirus/Covid-19 concerns.

7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: 50% of ESY students will meet their individual NWEA MAP growth targets				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	54.4%	53.6%	59.6%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target. Nationally, 50% of students meet their growth target in any given year.

Due to the COVID-19 pandemic, schools were unable administer NWEA exams in the spring of 2020. Therefore, the percentage of students who hit their growth target could not be established.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules.				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	N/A	N/A	N/A	--
Pre-test Average Score 18-19 Cohort	79.4%	78.6%	76.9%	--
Post-test Average Score 19-20 Cohort	N/A	N/A	N/A	--
Net Change	N/A	N/A	N/A	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Due to the COVID-19 pandemic, schools were unable to administer SOL exams in the spring of 2020. Therefore, the percentage of passing scores could not be established.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.				
Instrument: Transcripts, Verified Credits*				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed 19-20 Cohort	43	41	22	--
Pre-test Average Score 18-19 Cohort	100%	100%	100%	--
Post-test Average Score 19-20 Cohort	100%	100%	100%	--
Net Change	0.0 percentage points	0.0 percentage points	0.0 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2019-20, 100% of eighth grade students involved in Wilder-CRC enrolled in at least one advanced level course in their middle school careers. In 2018-19, 100.0% of eighth grade students involved in Wilder-CRC also enrolled in at least one advanced level course during their middle school careers.

CRC students have consistently surpassed the goal of 80% of students enrolling in at least one advanced level course during their middle school careers. To achieve this success, the CRC counselor meets with each student to discuss advanced course options. In addition, every sixth grade student is placed in advanced level science and social studies courses. If successful in those advanced courses in sixth grade, students continue into advanced science and social studies courses in seventh and eighth grades. While student success in these courses is based on effort and efficacy, CRC teachers and tutors are

routinely available throughout the school day for additional help or to field questions.

8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The Extended School Year (ESY) program has enabled teachers, counselors, and administrators to attend local, statewide, and national professional development workshops and conferences. ESY staff have implemented the instructional strategies garnered from those conferences and workshops in the elementary, middle and high school classrooms to continually improve both teaching and learning. ESY staff have utilized a “Train the Trainer” model to share those strategies with building staff to the benefit of all students in the ESY schools and, ultimately, in the division.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program

Start-up Years 1-3: 20% Local Match (see note below)

Start-up Years 4+: Local Match Based on Local Composite Index

NO CAPITAL COSTS or INDIRECT COSTS ALLOWED

Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.		Source of Funds	
Names of Individuals	Project Role	State	Local
Robinson, Miss Simone	Coordinator/Teacher	\$1,394.97	\$0
Lalani, Mrs. Sharmin	Tutor	\$6,673.98	\$0
Esposito, Mr. Nicholas	Tutor	\$3,423.41	\$0
Stevenson, Ms. Ebony	Tutor	\$6,104.54	\$0
Dober, Ms. Meighan Christine	Teacher	\$0	\$6,345.50
Manns, Ms. Temeca Elizabeth	Teacher	\$0	\$7,652.06
Meeks, Mrs. Taleesa Jazzmin	Teacher	\$0	\$6,493.63
Nugent, Ms. Danielle Giselle	Teacher	\$0	\$5,604.61
Total Salaries and Wages 1000		\$17,596.90	\$26,095.80
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.			
Names of Individuals		State	Local
Robinson, Miss Simone		\$106.68	\$0
Lalani, Mrs. Sharmin		\$510.55	\$0
Esposito, Mr. Nicholas		\$261.87	\$0
Stevenson, Ms. Ebony		\$467.03	\$0
Dober, Ms. Meighan Christine		\$0	\$9,060.43
Manns, Ms. Temeca Elizabeth		\$0	\$10,574.30
Meeks, Mrs. Taleesa Jazzmin		\$0	\$9,400.44
Nugent, Ms. Danielle Giselle		\$0	\$7,986.35
Total Employee Benefits 2000		\$1,346.13	\$37,021.52

Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Contractual Services 3000	\$0	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Internal Services 4000	\$0	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0	\$0
Total Travel 5000	\$0	\$0
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Reimbursement Elko educational supplies	\$1,010.98	\$0
Total Materials and Supplies 6000	\$1,010.98	\$0
	State	Local
Total Project Budget	\$19,954.01	\$63,117.32

Hopewell Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 ANNUAL REPORT
START-UP GRANT FOR A YEAR-ROUND SCHOOL PROGRAM

SUBMIT THIS REPORT TO MARK SAUNDERS BY EMAIL AT MARK.SAUNDERS@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2020**.

THIS REPORT MUST BE SUBMITTED AS A SINGLE WORD DOCUMENT (MULTIPLE FILES WILL NOT BE ACCEPTED), AND MUST NOT CONTAIN HEADERS OR FOOTERS OR PAGE NUMBERS.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). *Do not enter the dollar amount.*

Fiscal Year(s) Funds Used: 2019-2020

The final report must include the following:

1. The names and addresses of the school division and participating schools:

School Division: Hopewell City Public Schools, 103 N 12th Ave, Hopewell, VA 23860

Participating Schools:

- Woodlawn Learning Center, 1100 Dinwiddie Ave, Hopewell, VA 23860
- **DuPont Elementary, 300 S. 18th Avenue, Hopewell, VA 23860**
- **Harry E. James Elementary, 1807 Arlington Road, Hopewell, VA 23860**
- **Patrick Copeland Elementary, 400 Westhill Drive, Hopewell, VA 23860**
- **Carter G. Woodson Middle, 1000 Winston Churchill Drive, Hopewell, VA 23860**
- **Hopewell High, 400 South Mesa Drive, Hopewell, VA 23860**
- New Hope Academy, 201 W Poythress Street, Hopewell, VA 23860

*The entire Hopewell City Public Schools division is moving to a balanced calendar, however only the schools bolded are considered “eligible” and are directly benefiting from grant funding.

2. Grant Coordinator contact information:

Byron Davis
Supervisor of Balanced Calendar Implementation
(804) 541-6400
bdavis@hopewell.k12.va.us

3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.):

In support of the goals and objectives outlined in our grant and scheduled to be addressed through implementation, HCPS’s primary goal for the 2019-2020 school year was to coordinate and plan a full transition to a year-round school model that we are referring to as a “balanced calendar” for 2020-2021 implementation.

Chiefly, we needed to identify what parts of our system would require modification and/or planning, followed by appropriate action to that end. In doing so, we initially developed 10 action teams:

1. Public Relations
2. University Partnerships
3. Teacher Intersession Proposals
4. Teacher Interest Survey
5. Student Interest Survey
6. Community Partners
7. Data Points to Measure Success
8. Contracts and Staffing
9. Operations
10. Sports Implications

We invited all licensed personnel to work on a large balanced calendar committee that met once a month to work on these 10 smaller action committees. We had approximately 50 participants of varying roles and titles. Each action team had its own goals, objectives, strategies utilized, and results. Much of the work of teams involved answering a wide variety of questions regarding the logistics, implications, and allowances of the program. That worked required communication, collaboration, critical thinking, and problem-solving to develop designs that could be both communicated to stakeholders and ultimately implemented.

The larger team, smaller committees, and focus of the work organically shifted and was consolidated as questions were answered, a plan was designed, and further work was prioritized.

A great deal of detail could be shared regarding both the work and process. However, the primary results were the following:

- The community/stakeholders were both involved in the process and informed of the plan
 - Examples include: regular meetings and presentations, a person being designated to receive input/questions and provide responses, the development of an FAQ reference document
 - Community partners were established as participants in both design and delivery of instruction
 - A webpage on our district site was created to keep stakeholders informed and to provide the opportunity for businesses and community members to partner with us
- A calendar, plan, and programming were developed
 - Programming refers to additional instructional opportunities offered as intersessions
- A budget, workflow, and structural hierarchy were developed
 - Our capacity for programming was determined and support tools and structures were developed to ensure the quality and completion of work
- A logistical means for sharing options, as well as registering students for available programming, was developed

All of this work supports the goals, objectives, strategies utilized, and results (effect, impact, etc.) of our grant, though some items noted in the grant itself will not be applicable until implementation of the Year-Round School model.

Unfortunately, due to unforeseen complications caused by the COVID-19 pandemic and relating directly to the return to school, it was necessary for the school board to approve a resolution to delay the implementation of the balanced calendar from the 2020-2021 school year until the 2021-2022 school year. The board approved both the 2020-2021 traditional calendar as well as the 2021-2022 balanced calendar during the same meeting. This was shared with the VDOE and the amended calendar was added to the program's plan via VDOE files on 8/11/2020.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served:

There is a plan for this, but as we have not yet implemented the balanced calendar, it is not yet applicable. Intersessions are scheduled to run for two weeks in the fall, two weeks in the spring, and two weeks in the summer following the hours of a regular school day and totaling six additional weeks of instructional opportunities. Scheduled intersession dates are:

- Summer 21: June 21 – July 2 (technically the start of the cycle, though on the tail end of the 2020-2021 school year)
- Fall 21: September 27 – October 8
- Spring 22: March 21 – April 1
- Summer 22: June 20 – July 1

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere:

A plethora of presentations have been provided to teachers, parents, and community members to keep them informed and to provide the opportunity for discussion, questions, and suggestions. Teachers have been invited and have been intimately involved with the design process (those that participated). Community members have been invited to partner in both design and delivery of instruction. We have partnered with a number of businesses both in and around Hopewell.

6. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development:

The greatest barriers have been 1) community buy-in, 2) consistent, timely, and quality work completion by teammates, and 3) impacts related to changing plans and schedules.

1. Community buy-in: With each additional invitation, presentation, and discussion, additional stakeholders develop a better understanding of the

program, goals, objectives, strategized utilized, and intended results. There will always be some people that disagree.

2. Consistent, timely, and quality work completion by teammates: Most people involved in this work have been completing it in addition to their regular work responsibilities. System change is cumbersome and, especially when in the design phase, abstract. Without a core group dedicated almost exclusively to this work, and with extended time before implementation, it can be difficult for participants to take full responsibility and prioritize this work before regularly assigned work.
3. Impacts related to changing plans and schedules: As designs are worked through, it becomes clear where modifications could lead to improvement. Making decisions to modify plans, and then keeping everyone both informed and invested, can be a challenge. Changes also can lead to confusion that must be resolved. This applies both to changes in details as well as to the calendar itself.

The greatest aides to the program have been 1) creating a positions dedicated to the work, 2) the flexibility and support of district and VDOE leadership as obstacles are navigated, and 3) partnering with Bellwood Elementary School in Chesterfield County, VA.

1. Creating positions dedicated to the work: By creating positions whose prime objective is the successful implementation of the balanced calendar, quality of work, and focus can be ensured.
 2. The flexibility and support of district and VDEO leadership as obstacles are navigated: As changes and modifications have been necessary, it has made the work both easier and more successful to have leadership at various levels show flexibility and support as we work to find solutions that allow us to maintain our goals and objectives.
 3. Partnering with Bellwood Elementary School: The partnership with Bellwood Elementary has been wonderful because they have been such gracious and supportive hosts. They have visited us and answered questions, and we have had a number of groups visit them with questions asked and answered. It has been easier for stakeholders to buy-in when there is a model they can see and understand rather than trying to process abstract ideas.
7. Data on the impact of the program. You are required to report on the metrics, **Student Achievement** and **Chronic Absenteeism**. In addition, you may choose to report on **additional metrics** (Use the textboxes and tables below).

While our plan does include metrics for the identified areas, we will not be able to share data until after implementation of our program.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program's impact on *student achievement* based upon the goals and objectives you identified in your application.

(Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *As indicated in the FY20 award email, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

This data will be presented after implementation of our program.

b. Chronic Absenteeism

Please describe the instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Required Metric</u>				
Metric: Chronic Absenteeism				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

This data will be presented after implementation of our program.

c. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric:				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

This data will be presented after implementation of our program.

8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

Hopewell intends to offer its program district-wide and to all students in all grades.

We believe there are three main components to sustainability:

- 1) Funding
- 2) Infrastructure
- 3) Community Buy-in.

Hopewell was recently awarded a second YRS grant, which will dramatically support both the fiscal and political stressors that must be resolved for sustainability. While grants are offered, we will continue to apply and compete to earn such funding that can support the program's sustainability. Presently, we believe we have the funding to sustain the program for a number of years. We plan to find creative means to independently support funding once grant opportunities are no longer available.

Hopewell City Public Schools is doing the work to ensure quality programming and successful outcomes. We recognize that without quality programming and successful outcomes, the program's existence could be open to criticism.

We have and will continue to work with our community to ensure buy-in. Additionally, Hopewell applied to have its balanced calendar be the capstone for a doctoral study. Hopewell's balanced calendar was selected for the capstone, and sustainability will be the focus of the study, with an emphasis put on community buy-in.

Our intention remains to offer a balanced calendar model with intersession opportunities for PreK-12, in perpetuity.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program				
Start-up Years 1-3: 20% Local Match (see note below)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals	Project Role	State	Local	
Aimee Gallant	Balanced Calendar Coalition		\$300	
Christine Gross	Balanced Calendar Coalition		\$240	
David Banks	Balanced Calendar Coalition		\$60	
Deborah Green	Balanced Calendar Coalition		\$360	
Rebecca Redling	Balanced Calendar Coalition		\$360	
Chritina Wade	Balanced Calendar Coalition		\$240	
Rhonda Holley	Balanced Calendar Coalition		\$60	
Patricia Scanlan	Balanced Calendar Coalition		\$60	
Angela Hildreth	Balanced Calendar Coalition		\$240	
Julie Arntson	Balanced Calendar Coalition		\$180	
Narlishwa Lawson	Balanced Calendar Coalition		\$120	
Susannah Bishop	Balanced Calendar Coalition		\$360	
Theressa Bailey	Balanced Calendar Coalition		\$120	
Karen Sheppard	Balanced Calendar Coalition		\$180	
Ashley Clear	Balanced Calendar Coalition		\$300	
Emily Ward	Balanced Calendar Coalition		\$300	
Megan Babb	Balanced Calendar Coalition		\$240	
Carol Hill	Balanced Calendar Coalition		\$300	
Karen Bowen	Balanced Calendar Coalition		\$120	
Caitlin Callister	Balanced Calendar Coalition		\$240	
Ariel Absher-Esque	Balanced Calendar Coalition		\$180	
April Schnipper	Balanced Calendar Coalition		\$240	
Melissa Miles	Balanced Calendar Coalition		\$180	
Rachel Bright	Balanced Calendar Coalition		\$120	
Kathleen Londeree	Balanced Calendar Coalition		\$120	
Pamela Foreman	Balanced Calendar Coalition		\$360	

	Sarah Thacker	Balanced Calendar Coalition		\$120	
	June Jarquin-Tokosh	Balanced Calendar Coalition		\$240	
	Shelli Hinton	Balanced Calendar Coalition		\$360	
	Jamie Mack	Balanced Calendar Coalition		\$60	
	Sarah Melton	Balanced Calendar Coalition		\$163	
	Bryan Dougherty	Balanced Calendar Coalition		\$163	
	Byron Davis	Supervisor of Balanced Calendar Implementation		\$44,197	
	Karen Bowen	Administrative Assistant to the Supervisor		\$10,017	
	Tiffany Bailey	Balanced Calendar Coalition		\$180	
	Total Salaries and Wages 1000		\$0	\$61,079	
	Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.			Source of Funds	
	Names of Individuals		State	Local	
	Aimee Gallant	Balanced Calendar Coalition		\$22.52	
	Christine Gross	Balanced Calendar Coalition		\$18.39	
	David Banks	Balanced Calendar Coalition		\$4.55	
	Deborah Green	Balanced Calendar Coalition		\$26.51	
	Rebecca Redling	Balanced Calendar Coalition		\$24.29	
	Chritina Wade	Balanced Calendar Coalition		\$16.97	
	Rhonda Holley	Balanced Calendar Coalition		\$4.54	
	Patricia Scanlan	Balanced Calendar Coalition		\$4.31	
	Angela Hildreth	Balanced Calendar Coalition		\$16.74	
	Julie Arntson	Balanced Calendar Coalition		\$13.36	
	Narlishwa Lawson	Balanced Calendar Coalition		\$7.99	
	Susannah Bishop	Balanced Calendar Coalition		\$26.25	
	Theressa Bailey	Balanced Calendar Coalition		\$9.20	
	Karen Sheppard	Balanced Calendar Coalition		\$12.70	
	Ashley Clear	Balanced Calendar Coalition		\$21.30	
	Emily Ward	Balanced Calendar Coalition		\$22.62	
	Megan Babb	Balanced Calendar Coalition		\$16.59	
	Carol Hill	Balanced Calendar Coalition		\$19.92	
	Karen Bowen	Balanced Calendar Coalition		\$7.91	
	Caitlin Callister	Balanced Calendar Coalition		\$17.97	
	Ariel Absher-Esque	Balanced Calendar Coalition		\$14.95	
	April Schnipper	Balanced Calendar Coalition		\$17.50	
	Melissa Miles	Balanced Calendar Coalition		\$13.55	
	Rachel Bright	Balanced Calendar Coalition		\$8.26	
	Kathleen Londeree	Balanced Calendar Coalition		\$8.34	
	Pamela Foreman	Balanced Calendar Coalition		\$26.67	
	Sarah Thacker	Balanced Calendar Coalition		\$8.60	
	June Jarquin-Tokosh	Balanced Calendar Coalition		\$18.28	
	Shelli Hinton	Balanced Calendar Coalition		\$26.25	
	Jamie Mack	Balanced Calendar Coalition		\$4.50	

	Sarah Melton	Balanced Calendar Coalition		\$12.33	
	Bryan Dougherty	Balanced Calendar Coalition		\$12.21	
	Byron Davis	Supervisor of Balanced Calendar Implementation		\$18,312	
	Karen Bowen	Administrative Assistant to the Supervisor		\$4,383	
	Tiffany Bailey	Balanced Calendar Coalition		\$13	
	Total Employee Benefits 2000		\$0	\$23,194	
	Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.				
	Description (please provide detailed cost calculations)		State	Local	
	All are consultants from Chesterfield County Schools				
	Amanda McCullough			\$100	
	Ashley Carneal			\$100	
	Avery Long			\$100	
	Carey Reeves			\$100	
	Christina Nolte			\$100	
	Emma Cashion			\$100	
	Jennifer Rudd			\$100	
	Jessica Felice			\$100	
	Mellissa Anderson			\$100	
	Shelby Bartilotti			\$100	
	Raygun Design, LLC			\$6,666	
	Total Contractual Services 3000		\$0	\$7,666	
	Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.				
	Description (please provide detailed cost calculations)		State	Local	
	Total Internal Services 4000		\$0	\$0	
	Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.				
	Description (please provide detailed cost calculations)		State	Local	

	Total Travel 5000			\$0	\$0	
	Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.			Source of Funds		
	Description (please provide detailed cost calculations)			State	Local	
	Total Materials and Supplies 6000			\$0	\$0	
				State	Local	
	Total Project Budget			\$0	\$91,939	

NOTE: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.

Newport News Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO KIM POWELL BY EMAIL AT KIM.POWELL@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2020**.

THIS REPORT MUST BE SUBMITTED AS A SINGLE WORD DOCUMENT (MULTIPLE FILES WILL NOT BE ACCEPTED), AND MUST NOT CONTAIN HEADERS OR FOOTERS OR PAGE NUMBERS.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used: FY19 carryover plus FY20 new funds

The final report must include the following:

22. The names and addresses of the school division and participating schools;

Newport News Public Schools, 12645 Warwick Blvd, 23606

- Carver Elementary, 3160 Jefferson Avenue, 23605
- Epes Elementary, 855 Lucas Creek Road, 23608
- Gildersleeve Middle, 1 Minton Drive, 23606
- Hidenwood Elementary, 501 Blount Point Road, 23606
- Jenkins Elementary, 80 Menchville Road, 23602
- Lee Hall Elementary, 17346 Warwick Boulevard, 23603
- McIntosh Elementary, 185 Richneck Road, 23608
- Newsome Park Elementary, 4200 Marshall Avenue, 23607
- Palmer Elementary, 100 Palmer Lane, 23602
- Sedgefield Elementary, 804 Main Street, 23605

23. Grant Coordinator contact information;

Reggie Alston, Ed.D., Extended Learning Administrator,
reggie.alston@nn.k12.va.us,
757-283-7791

24. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The 2019-20 program was limited in scope due to school building shutdowns across the Commonwealth beginning March 2020, in response to the Covid-19 pandemic. However, from October to March, and during the summer, the program continued to advance the original goals of the program - to provide students extended learning opportunities within a safe learning environment after school hours, before parents get home from work. Also, additional opportunities were provided over the summer months when students are often home without supervision and without meals. Through years of expansion and curriculum

development, our extended learning programs have shown progress against achievement gaps.

The goal of the Newport News Public School Extended Learning Program is to close these achievement gaps, with a focus on alignment of curriculum and resources to meet the needs of students. By exposing students to non-traditional teaching methods and various robust enrichment opportunities, aligned with classroom curriculum and standards of learning, students have the opportunity to make academic gains.

As part of the summer component, students are exposed to coursework from their upcoming grade, giving them a jump start on success. WE LEAP also engages the services of the school division’s Family and Community Engagement Specialist Department, who conducts workshops for the families of participating students.

25. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

Through this continuum of service, WE LEAP provided academic support October – March and during the summer, for a total of 197 additional hours of learning. That equals 30 additional days, or 1.5 additional months, spent on extended learning opportunities.

From October to March the program ran two days per week: Tuesdays focused on reading and math academics, Wednesdays focused on history and STEM enrichment, and Thursdays were teacher planning days. Educational field trips were scheduled for the third Saturday of each month.

A five-week long Summer Program for Arts, Recreation and Knowledge (SPARK) extended students’ learning beyond the traditional school year.

<i>Student enrollment total by program served</i>	
WE LEAP (3-5 afterschool/Saturday)	850
WE LEAP (6-8 after school/Saturday)	125
SPARK (K-5 summer)	1885
SPARK (6-8 summer)	755

26. Description of teachers’, parents’, and the community’s involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

- Provided program updates to local school board, providing program exposure to potential business partners and local community via cable television.
- Partnered with various community agencies to provide enrichment activities, including SPCA, Virginia Living Museum, Boy’s and Girl’s Club, etc.
- Promoted the program at PTA meetings, family engagement functions and

- other events.
- Hosted meetings at the target schools to discuss the program with parents and other family members.
- Utilized the school division’s Family and Community Engagement Specialist Team to work with families in each of the elementary schools to promote participation in the program.

27. Description of the barriers and aides to the program’s implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

Due to school closures, end of year SOL data is not available for spring 2020. The VDOE has authorized the school division to carry-over funds that will allow the division to continue to address the gaps caused by school closure, during the ensuing 2020-21 school year.

The NNPS extended learning programs continue to increase capacity for site coordinators, in conjunction with principals and instructional specialists to provide feedback on the instruction, as well as data analysis, to enhance the effectiveness of instruction in after-school programs.

28. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric:				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				

Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric:				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

- Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

The school division plans to expand the number of days and/or hours of the program during the 2020-21 school year. The program model will mirror that of the school division – virtual, in-person, or hybrid in accordance to guidance at the time.

The needs of individual schools are reviewed during the grant application period and adjustments are made and indicated in the yearly application, as needed.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program				
Start-up Years 1-3: 20% Local Match (see note below)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals	Project Role	State	Local	
Dr. Reggie Alston	Project Administrator (10 months)	\$67,585		
Anthony Tyler	Project Administrator (July)	\$5,342		
Christine Monteith	Administrative Support	\$33,164		
Hourly payments to teachers	Instruction of students	\$467,209		
Summer school (2019) payroll (non-teachers)	Summer costs (admin, nurse, clerical, aids, custodial)	\$188,961		
Total Salaries and Wages 1000			\$762,261	\$0
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.			Source of Funds	
Names of Individuals		State	Local	
Dr. Reggie Alston		\$36,656		
Anthony Tyler		\$1,234		
Christine Monteith		\$17,680		
Hourly payments to teachers		\$51,527		
Summer school (2019) payroll (non-teachers)		\$15,873		
Total Employee Benefits 2000			\$122,970	\$0
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.			Source of Funds	
Description (please provide detailed cost calculations)			State	Local
Boys & Girls Club			\$28,000	
City of Newport News Parks & Recreation			\$36,995	
Enrichment City			\$15,000	
Headstrate Entertainment			\$43,029	

Imagine Learning	\$5,000	
Kidz Fitness	\$20,564	
Mariners' Museum	\$3,681	
Norfolk City (Nauticus Museum)	\$3,048	
Parkway Printing	\$5,764	
Peninsula Fine Arts	\$11,340	
Peninsula SPCA	\$1,422	
Science at the Beach	\$26,325	
Science Museum	\$3,128	
Soundscapes	\$29,856	
Sweat & Swag	\$13,332	
The Catalyst	\$19,600	
Urban Artistree	\$22,500	
Virginia Air & Space	\$26,577	
Virginia Living Museum	\$18,300	
Young Audiences	\$44,570	
All others	\$6,556	
Total Contractual Services 3000	\$384,587	\$0

Continued on next page

Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Print Shop	\$6,631	
Field trips (NNPS buses)	\$47,075	
Total Internal Services 4000	\$53,706	\$0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include statement that state travel regulations were followed and that travel was directly related to project activities.		
Description (please provide detailed cost calculations)	State	Local
Mileage reimbursement	\$1,713	
Professional development - administrators	\$2,521	
Total Travel 5000	\$4,234	\$0
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.		
Description (please provide detailed cost calculations)	State	Local
Complete Book & Media (instructional materials)	\$124,111	
Teacher Created Materials Inc. (elementary school summer school)	\$177,849	
Agenda Books for schools	\$18,799	
Office Depot (student & teacher instructional materials)	\$8,653	
Food at student activities	\$8,330	
All other materials & supplies	\$17,377	
Total Materials and Supplies 6000	\$355,119	\$0
	State	Local
Total Project Budget	\$1,682,877	\$0

NOTE: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.

Petersburg Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MARK SAUNDERS BY EMAIL AT MARK.SAUNDERS@DOE.VIRGINIA.GOV NO LATER THAN
SEPTEMBER 1, 2020.

THIS REPORT MUST BE SUBMITTED AS A SINGLE WORD DOCUMENT (MULTIPLE FILES WILL NOT BE ACCEPTED), AND MUST NOT CONTAIN HEADERS OR FOOTERS OR PAGE NUMBERS.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used: **FY19 Carryover Funds**

The final report must include the following:

30. The names and addresses of the school division and participating schools;
 - School Division - Petersburg City Public Schools, 255 E South Blvd, Petersburg VA, 23805
 - Cool Spring Elementary, 1450 Talley Ave, Petersburg VA, 23803
 - Lakemont Elementary, 51 Gibbons St, Petersburg VA, 23803
 - Pleasants Lane Elementary, 100 Pleasants Lane, Petersburg VA 23803
 - Walnut Hill Elementary, 300 S Boulevard, Petersburg VA 23805
 - Vernon Johns Middle, 3101 Homestead Drive, Petersburg VA 23805
 - Petersburg High, 3101 Johnson Road, Petersburg VA 23805

31. Grant Coordinator contact information;
 - Amy Stewart was the extended learning program coordinator for the 2019-2020. She worked to implement the program. She is no longer with Petersburg City Public School
 - April Blunt monitored the extended learning grant expenditures. Contact information
 - apblunt@petersburg.k12.va.us
 - Cell: 804-479-6730

32. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

PCPS worked with Flying Classroom to implement a STEM+ academic and engagement experience for students in Petersburg. The extended learning program exposes students to STEM through real-world, relevant and rigorous experiences that seamlessly relates to the student/explorers. Each Flying Classroom expedition is

designed to engage students through observing, investigating current and relevant STEM+ global challenges via expedition videos and activities. The STEM + academic curriculum used is designed to engage students, allow them to explore, and allow them to be innovative.

The Flying Classroom program provided each student with a variety of learning experiences, by engaging explorers (students) in project-based learning focused lessons that promote hands-on and interactive instruction while developing explorer's skills in the areas of communication, collaboration, creativity and critical thinking. This extended learning program helped develop explorer's content knowledge in the areas of math, science, informational reading and writing, social studies, map skills and more. Explorers focused on developing reading skills, are exposed to cultures and locales across the globe, and explore connected careers during their Flying Classroom journey.

The STEM + lessons are broken into three defined lessons that aim to introduce the expedition content, provide a scaffolded overview of math and science, and challenge explorers to engage in an engineering design challenge. The opening, work-period and closing mode for the lessons promote fluidity and routine during the learning block, while providing time for students and teachers to develop problem solving skills. Rubrics, open-ended assessments, differentiated vocabulary activities, and differentiated lesson activities are embedded within, for explorers to participate in STEM+ and be successful within their learning.

The Extended Learning program also offers schools an opportunity to provide students with a day of remediation where the student can be supported in a small group setting, allowing students to focusing on areas in which they need additional.

Students and teachers provided positive feedback on their experience and learning. Teachers received one on one coaching support and hands on professional development on effective implementation strategies in order to engage and support student needs. Teachers also received direct coaching support on how to effectively integrate and align activities with areas in which students need additional support. Feedback received from students was very positive. Students liked the engineering design challenges and felt that the small group hands on activities were very helpful and fun. The student shared that they liked learning about new places throughout the world and the connection to what they are learning daily in the classroom.

33. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

- Cool Spring Elementary
 - Program is 3 days a week: Mon, Wed, Thurs
 - Program Hours: 3:45-5:30 1hr 45 mins
 - Afterschool
 - Program started November 11th. Ended the week of March 12 due to COVID 19
 - STEM – Science, Reading and Math
 - Targeted: 80 Students grades 2 – 5 demographics were not kept on students because it was open enrollment
- Lakemont Elementary
 - Program is 3 days a week: Tues, Wed, Thurs
 - Hours: 4:30-6:00 1.5 hours per day
 - Afterschool
 - Program started November 13th. Ended the week of March 12 due to COVID 19
 - STEM – Science, Reading and Math
 - Targeted: 80 Students grades 3 – 5 demographics were not kept on students because it was open enrollment
- Pleasants Lane Elementary
 - Program is 3 days a week: Mon, Tues, Thurs
 - Program Hours 3:30-5:30 2 hours per day
 - Afterschool
 - Program started November 5th. Ended the week of March 12 due to COVID 19
 - STEM – Science, Reading and Math
 - Targeted: 80 Students grades 3 – 5 demographics were not kept on students because it was open enrollment
- Walnut Hill Elementary
 - Program is 3 days a week: Mon, Wed, Fri
 - Program Hours 3:45-5:30 1.45 hours per day
 - Afterschool
 - Program started November 5th. Ended the week of March 12 due to COVID 19
 - STEM – Science, Reading and Math
 - Targeted: 80 Students grades 3 – 5 demographics were not kept on students because it was open enrollment
- Vernon Johns Middle
 - Program is 2 days a week: Tues and Thurs

- Program Hours 2:45-5:30 2.45 per day
 - Afterschool
 - Program started November 5th. Ended The week of March 12 due to COVID 19
 - STEM – Science, Reading and Math
 - Targeted: 60 Students grades 6 – 8 demographics were not kept on students because it was open enrollment
- Petersburg High
 - Program is 2 days a week: Tues and Thurs (Days varied)
 - Program Hours 2:45-4:30 1.45 hours per day
 - Afterschool
 - Program started the week November 5th. Ended for first session in January 2020. Never resumed in second semester due to COVID -19
 - Reading and Math remediation and instruction
 - Targeted: 40 Students grades 9 – 12 demographics were not kept on students because it was open enrollment

34. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

PCPS provided parents and community members with 4 opportunities to sign students up and learning more about the extended learning programs being offered to our students. During the 2019-202 school year, our after-school programs we shared with our parents that we were providing an amazing opportunity for students to grow in Science, Math, Engineering, and Technology (STEM) through a partnership with The Flying Classroom. During our students experiences they would learn how to apply STEM Concepts into real world problems.

PCPS provided parents and community members with 4 opportunities to sign students up and learning more about the extended learning programs being offered to our students.

35. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

As stated in our progress report in January, we have ran into several barriers specific to each program and from a program level.

- Petersburg High - Due to challenges with student attendance at the high school level we had to brainstorming with campus administration and the vendor to offer more high interest activities to our secondary students; which will include cross curricular supports in CTE and STEM. Because students needed remediation support, we had to provide remediation support to students.
- Vernon Johns Middle - Transportation was the main problem we have encountered, dropping students off at a central location and not door-to-door service, has limited the number of students in the program.
- Cool Spring Elementary - This campus has experienced no problems with implementation. This program actually had a waiting list of students wanting to attend and experience the STEM + experiences.
- Lakemont Elementary - Teacher attendance was a problem encountered and it was resolved by pairing teachers together for team teaching, so if a teacher is out, the students don't miss out on the program.
- Pleasants Lane Elementary - This campus has not experienced any problems outside of a delayed implementation. This school had a new principal assigned and delayed implementation.
- Walnut Hill Elementary – This campus has not experienced any problems.

A few barriers that PCPS Extended Learning program faced with was the turnover in Program Coordinators. The Extended Learning program had two different program coordinators making it difficult to ensure the program was effectively implemented. The program, as all programs was faced with ending early due to COVID -19, putting schools in a situation with the late start not to be able to continue an provide the needed support to students and families.

36. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
Metric: Student Achievement Benchmark Data				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year Program FY20	
Start-up Years 1-3: 20% Local Match (see exception above)	
Start-up Years 4+: Local Match Based on Local Composite Index	
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED	
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.	Source of Funds

Names of Individuals	Project Role	State	Local
	Teachers and Coordinators	\$268,668.09	
Total Salaries and Wages 1000		\$268,668.09	\$0
Employee Benefits 2000- Please list the amount of employee benefits charged to the project.		Source of Funds	
		State	Local
		\$31,488.35	
Total Employee Benefits 2000		\$31,488.35	\$0
Contractual Services 3000 - Include wages and contract or consultant costs in this section.		Source of Funds	
		State	Local
Flying Classroom – STEM Program		\$326,264.79	
Professional development		\$ 3,519.36	
Total Purchased Contractual Services 3000		\$329,784.15	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.		Source of Funds	
		State	Local
Transportation for after school buses for all schools		\$84,138.88	
Total Internal Services 4000		\$84,138.88	\$0

Other 5000 - Other services. Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, and other.	Source of Funds	
	State	Local
Total Travel 5000		\$0
Materials and Supplies 6000 - Materials and Supplies. Supplies, materials, and services directly consumed in the course of the project may be budgeted. This category includes office supplies; educational materials; books and audiovisual materials; computer equipment, and technology software or on-line content.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
STEM Lab supplies	\$24290.27	
Total Materials and Supplies 6000	\$24290.27	\$0
	State	Local
	\$738,369.74	\$0
Total Project Budget		

Per our conversation August 31st, the budget data still remains the same as reported. No local match is required.

Winchester Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2020

FY 2020 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MARK SAUNDERS BY EMAIL AT MARK.SAUNDERS@DOE.VIRGINIA.GOV NO LATER THAN
SEPTEMBER 1, 2020.

THIS REPORT MUST BE SUBMITTED AS A SINGLE WORD DOCUMENT (MULTIPLE FILES WILL NOT BE ACCEPTED), AND MUST NOT CONTAIN HEADERS OR FOOTERS OR PAGE NUMBERS.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used: **FY19 carryover funds plus FY20 new funds**

The final report must include the following:

37. The names and addresses of the school division and participating schools;

School Division:

Winchester Public Schools, 12 N. Washington Street, Winchester, VA 22601

Participating Schools:

Daniel Morgan Middle School 48 S. Purcell Avenue, Winchester, VA 22601

John Handley High School, 425 Handley Boulevard, Winchester, VA 22601

38. Grant Coordinator contact information;

Dr. Jason Van Heukelum, Superintendent

Email Address: vanheukelum@wps.12.va.us

Phone Number: 540.686.5722

39. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

Winchester Public Schools' Extended School Year Program, **ASPIRE: Accelerated Summer Program to Increase Readiness and Engagement**, serves Daniel Morgan Middle School and John Handley High School. Our overarching goal is to prepare our highest need 8th and 9th grade students for success in high school and beyond by providing academic and aspirational enrichment and support during an extended year summer program. ASPIRE will ensure our 8th graders are academically prepared for high school and our 9th graders, who had difficulty navigating the academic rigor in high school, have the opportunity to start fresh in 10th grade.

Objective 1 [Student Achievement]: At least 90% of students participating in the summer program will pass at least 7 of their 8 classes (6 of their 7 classes if they are taking year-long Algebra I) in the academic year following the extended year summer program.

Objective 2 [Student Engagement]: Increase the percentage of participating students who report being engaged at school by 25 percentage points from pre-test (prior to programming) to post-test (after programming).

Objective 3 [Reduced Discipline Referrals]: Reduce student discipline referrals by 25 percent from the previous academic year in 9th and 10th grade.

On April 8, 2020, our team met with Mark Saunders to discuss our plans for postponing our summer program originally planned for Summer 2020 to Summer 2021 given the challenges our district was facing due to the COVID-19 pandemic and state ordered closures. During our conversation, we arrived at the following decisions:

1. We can carry forward the balance of our funding from the 2019 summer program to be utilized in our summer 2021 program.
2. The program planning may continue for this school year as long as we are meeting our local match requirements even if we do not have a program this summer. The tasks completed by the ASPIRE Program Coordinator, Wendy Perkins, will focus on professional development for teachers and administrators involved in the program and curriculum development directly tied to the program.
3. Since we are carrying forward funding from this year to utilize in the summer of 2021, we do not need to apply for funding in June 2020 but may reapply for funds in June 2021.

Winchester Public Schools submitted a formal request to carryover \$322,417.50 in grant funds from fiscal year 2019 and 2020 to fiscal year 2021. Carryover approval from Mark Saunders was received on May 18, 2020.

40. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

Our ASPIRE program did not operate during Summer 2020 due to the COVID-19 pandemic and state ordered closures. Our ASPIRE Coordinator created a series of staff newsletters to keep staff updated, involved, and inspired during the COVID-19 induced hiatus of the program.

Despite the challenges and delays our program faced in operating this year, our ASPIRE team continued planning activities and are well positioned to launch our Extended School Year program during Summer 2021. Our ASPIRE Coordinator hosted presentations for teachers to begin recruitment for their participation in the program. In addition, our division leadership team, including our Director of Secondary Education, Secondary Instructional Specialist, and CTE Coordinator, worked closely with our ASPIRE Coordinator to plan professional development for teachers on project-based learning, PBIS, computational thinking, and working with underrepresented students. The following professional learning modules were created by our leadership team and have been adapted to be delivered via online learning in case we are not able to meet face-to-face due to COVID-19 social distancing requirements:

By the ASPIRE Coordinator:

- A single module on the implementation of Classroom Circles
- Five modules on Culturally Responsive Teaching practices
- A single module regarding the use of 5-minute conferencing with students

By the PBL Coach:

- Two modules to introduce, outline, and take a deep dive into Gold Standard PBL expectations

By the PBIS Coach:

- Four modules to clarify goals for PBIS within the ASPIRE program, review and creation of the expectation matrix, Tier 1 and Tier 2 strategies, and an introduction to the classroom observation/debrief cycle

We continued conversations with The Flying Classroom, an integrative, online STEM+ supplemental curriculum that helps students develop collaboration, critical thinking, communication, and creativity skills. During the spring, we started compiling lists of students for recruitment purposes and principals began discussing the program with potential students. In late fall, we will begin remarketing the program to both students and teachers to make them aware that we will host the program in Summer 2021. Our ASPIRE Coordinator is currently working on a recruitment presentation for students and families to view online or attend in person.

41. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;

Teachers: Prior to our delay in programming, we began recruiting teachers for the Summer 2020 program and solicited feedback from those involved in our Summer 2019 program.

Parents: Since we did not officially begin student recruitment this year, parents did not participate in programming this year.

Community Organizations: Our ASPIRE Coordinator began identifying themes for our summer program, including The Flying Classroom. Conversations will continue with this organization for the Summer 2021 program. In addition, we partnered with the Regional Winchester Airport to provide students with exposure to an aviation workplace and access to aviation personnel as part of an aviation career exploration opportunity.

42. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

Community Engagement and Partnerships: Due to the COVID-19 pandemic, community engagement and partnerships were limited. Once the decision was made to delay our program to Summer 2021, conversations with community partners to support field trips and guest speaker opportunities were placed on hold.

Amount of Planning Time: Given the delay of our program to Summer 2021, the amount of planning time was not a barrier. We have continued to consider changes to the program for Summer 2021 and will be working closely as a team this fall to finalize those plans prior to recruitment of teachers and students for the program next summer.

Logistics for Transportation and Other Student Services: Since we did not operate a program this summer, we did not face any barriers to transportation or student services but will apply lessons learned from Summer 2019 to the administration of our program in Summer 2021. Our ASPIRE Coordinator is nearing completion of an emergency contact list for use during the Summer 2021 ASPIRE session and has compiled a selection of alternative discipline practices for possible use during the 2021 ASPIRE program with the goal being to help students adhere to community expectations with minimal time out of the instructional setting.

Fiscal Impact: Grant funds to operate the extended school year program are essential to offering this program to our most at-risk students. Without grant funding and the approval of our FY19 carryover, Winchester Public Schools will not be able to offer a program of this size or scope.

Scheduling of Professional Development: Minimal professional development was offered during FY20 given the delay in operating the program.

43. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY20 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
Metric: Student Achievement: At least 90% of students participating in the summer program will pass at least 7 of their 8 classes (6 of their 7 classes if they are taking year-long Algebra I) in the academic year following the extended-year summer program.				
Instrument: Number of credits attempted and earned data obtained from the district				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed	85			
Pre-test Average Score	67% passed all but one class they took in the 2018-19 school year			
Post-test Average Score	62% passed all but one class they took in the 2019-20 school year			
Net Change	-5%			

Enter an explanation of the data here: We did not meet this objective. We collected data on credits attempted and credits earned for 85 students who participated in ASPIRE during the summer of 2019. A total of 53 of 85 students passed all but one class they took in the 2019-20 school year.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with

Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: Increase the percentage of participating students who report being engaged at school by 25 percentage points from pre-test (prior to programming) to post-test (after programming).				
Instrument: Panorama Student Survey, School Engagement Domain				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed	n/a			
Pre-test Average Score	n/a			
Post-test Average Score	n/a			
Net Change	n/a			

Enter an explanation of the data here: Due to school closings for COVID-19, the program was not implemented in the summer of 2020. We did not administer this survey. We plan to administer this survey to participants in the summer of 2021.

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: Reduce student discipline referrals by 25 percent from the previous academic year in 9 th and 10 th grade.				
Instrument: Office discipline referral data obtained from the district				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed	89			
Pre-test Average Score	191 referrals			
Post-test Average Score	201 referrals			
Net Change	+5%			

Enter an explanation of the data here: We did not meet this objective. We obtained data on the number of office discipline referrals for 89 students who participated in ASPIRE in the summer of 2019. We compared the number of referrals from the 2018-19 school year (the year prior to ASPIRE) to the number of referrals in the 2019-20 school year (the year after ASPIRE). Since schools closed in March of 2020 due to COVID-19, in both years we counted referrals from the start of the school year through March 1. Between the 2018-19 school year and the 2019-20 school year, there was a 5% increase in the number of student disciplinary referrals.

44. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

Winchester Public Schools received approval to delay our ASPIRE Extended School Year program to the summer of 2021. In our January 2020 Progress Report we outlined several changes that would be incorporated into our program including: 1) decrease the enrollment projection of students from 150 to 100 to allow us to target our most at-risk students, including those on the cusp of qualifying for ASPIRE, and provide them with the support they need to be successful in ASPIRE and beyond; 2) reduce the program from 22 days (5.5 weeks) to 20 days (5 weeks) to ensure that our students and teachers remain engaged throughout the program; and 3) delay the administration of VA SOL tests to the subsequent semester after additional test preparation may be provided.

At the time of this report, we are considering further refining the profile of the student recruited for ASPIRE to account for significant learning loss as a result of the COVID-19 pandemic. During the 4th quarter of the 2019-20 academic year, 18% of our secondary students were non-responsive. Winchester Public Schools made numerous attempts to connect with all students through phone calls to families and distribution of Chromebooks, wireless hot spots, and instructional packets at meal distribution sites. When school resumes for the 2020-21 school year, priority will be placed on determining the learning loss our students may be experiencing due to school shutdowns. We are also planning to revisit our instructional model and how instruction is delivered in a virtual format for students. Moreover, professional development may be delivered for teachers in a format that is similar to what teachers are facing during the 2020-21 school year such as a hybrid in-person and virtual environment or a fully virtual environment.

In addition, Winchester Public Schools is on-track to open our Innovation Center in February 2021. Our ASPIRE teachers will be uniquely positioned after completing professional development, coaching, and our Summer 2021 program to possibly transition to the teaching team at the Innovation Center and offer our project-based learning curriculum during the school year to even more students. We anticipate a soft-opening of CTE students transitioning to the Innovation Center in Spring 2021 with the first full cohort of students attending the Innovation Center in Fall 2021.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year Program FY20				
Start-up Years 1-3: 20% Local Match (see exception above)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals	Project Role	State	Local	
Brian Wray	Project Management		13,100.00	
Emily Badman	Secondary Instructional Specialist		6,570.00	
Katie Lockhart	CTE Coordinator		10,300.00	
Wendy Perkins	ASPIRE Coordinator	10,780.00		
N/A	Summer Teachers			
N/A	Summer Teacher Assistants			
N/A	Counselor			
N/A	School Nurse			
N/A	Professional Development Substitutes			
N/A	Curriculum Development			
Amanda Jenkins (PBIS Coach) and Scott Bucey (PBL Coach)	Curriculum Development Coaching	660.00		
N/A	Behavioral Support			
N/A	Counseling Recruitment			
N/A	Administrative Assistant			
Total Salaries and Wages 1000		\$11,440.00	\$29,970.00	0
Employee Benefits 2000- Please list the amount of employee benefits charged to the project.			Source of Funds	
			State	Local
Full-Time Fringe Benefits (Project Management, Secondary Instructional Specialist, CTE Coordinator)				8,991.00

Part-Time Fringe Benefits (ASPIRE Coordinator, Summer Teachers, Summer Teacher Assistants, Counselor, School Nurse, Professional Development Substitutes, Curriculum Development, Curriculum Development Coaching, Behavioral Support, Counseling Recruitment, Administrative Assistant)	900.34	
Total Employee Benefits 2000	\$900.34	\$8,991.00
Contractual Services 3000 - Include wages and contract or consultant costs in this section.	Source of Funds	
	State	Local
Professional Development		
External Evaluation	29,995.00	
Sustainability Planning	11,980.00	
Motivational Speaker		
Professional Networking and Etiquette Career Skills		
Total Purchased Contractual Services 3000	\$41,975.00	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
	State	Local
Meals for Summer Programming		
Total Internal Services 4000	\$0	\$0
Other 5000 - Other services. Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, and other.	Source of Funds	
	State	Local
Translation Services		
Total Other 5000	\$0	\$0

Materials and Supplies 6000 - Materials and Supplies. Supplies, materials, and services directly consumed in the course of the project may be budgeted. This category includes office supplies; educational materials; books and audiovisual materials; computer equipment, and technology software or on-line content.	Source of Funds	
	Description (please provide detailed cost calculations)	State
Field Experiences		
Bus Transportation		
CTE and Elective Course Material		
Project Based Learning Materials	1,061.30	
PBIS Supplies	365.86	
Summer Showcase		
Implementation and PD Supplies	641.20	
T-Shirts		
Parent Engagement Incentivization		
HoloLens 2 Augmented Reality Simulation Googles and Software		
Total Materials and Supplies 6000	\$2,068.36	\$0
	State	Local
Total Project Budget	\$56,383.70	\$38,961.00

APPENDIX A

Program Authorization and Reporting Requirements in the 2019 Appropriation Act Item 135 N

N. Targeted Extended School Year Payments

1. Out of this appropriation, \$7,150,000 the first year and \$7,150,000 the second year from the general fund is provided for a targeted extended/enriched school year or year-round school incentive in order to improve student achievement. Annual start-up grants of up to \$300,000 per school may be awarded for a period of up to two years after the initial implementation year. The per school amount may be up to \$400,000 in the case of schools that have an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators, or schools that had an Accredited with Conditions status and were rated at Level Three in two or more Academic Achievement for All Students school quality indicators when the initial application was made. Schools that qualified for the per school grant up to \$400,000 under the previous Standards of Accreditation Denied Accreditation status remain eligible for funding for the initial three year period; after that period, such schools are subject to eligibility under the current Standards of Accreditation. After the third consecutive year of successful participation, an eligible school's grant amount shall be based on a shared split of the grant between the state and participating school division's local composite index. Such continuing schools shall remain eligible to receive a grant based on the 2012 JLARC Review of Year Round Schools' researched base findings.
2. Except for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status, any other school division applying for such a grant shall be required to provide a twenty percent local match to the grant amount received from either an extended/enriched school year or year-round school start-up or planning grant.
3. In the case of any school division with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status that apply for funds, the school division shall also consult with the Superintendent of Public Instruction or designee on all recommendations regarding instructional programs or instructional personnel prior to submission to the local board for approval.
4. Out of this appropriation, \$613,312 the first year and \$613,312 the second year from the general fund is provided for planning grants of no more than \$50,000 each for local school divisions pursuing the creation of new extended/enriched school year or year-round school programs for divisions or individual schools in support of the findings from the 2012 JLARC Review of Year Round Schools. School divisions must submit applications to the Department of Education by August 1 of each year. Priority shall be given to schools based on need, relative to the state accreditation ratings or similar federal designations. Applications shall include evidence of commitment to pursue implementation in the upcoming school year. If balances exist, existing extended school year programs may be eligible to apply for remaining funds.
5. A school division that has been awarded an extended/enriched school year or year-round

school start-up grant or planning grant for the development of an extended/enriched school year or year-round school program may spend the awarded grant over two consecutive fiscal years.

6. a) Any such school division receiving funding from a Targeted Extended/Enriched School Year and Year-round School grant shall provide an annual progress report to the Department of Education that evaluates end of year success of the extended/enriched school year or yearround

school model implemented as compared to the prior school year performance as measured by an appropriate evaluation matrix no later than September 1 each year.

b) The Department of Education shall develop such evaluation matrix that would be appropriate for a comprehensive evaluation for such models implemented. Further, the Department of Education is directed to submit the annual progress reports from the participating school divisions and an executive summary of the program's overall status and levels of measured success to the Chairmen of House Appropriations and Senate Finance Committees no later than November 1 each year.

7. Any funds remaining in this paragraph following grant awards may be disbursed by the Department of Education as grants to school divisions to support innovative approaches to instructional delivery or school governance models.

APPENDIX B

Superintendent's Memo # 115-19



**COMMONWEALTH of VIRGINIA
Department of Education**

May 19, 2019

TO: Division Superintendents

FROM: James F. Lane, Ed.D., Superintendent of Public Instruction

SUBJECT: Fiscal Year 2020 Planning and Start-Up Grants for Extended School Year or Year-Round School Programs

The 2020 Appropriation Act includes funding in Fiscal Year 2020 for planning and start-up grants to school divisions interested in establishing or implementing extended year or year-round school programs to improve student achievement.

Planning Grant funds: School divisions may apply for grants of no more than \$50,000 each for the division or individual schools to pursue the creation of new extended year or year-round school programs. Priority will be given to schools based on need, relative to the state accreditation ratings or similar federal designations. Applications must include evidence of commitment to pursue implementation in the subsequent 2020-2021 school year.

Start-up Grant funds: Annual start-up grants of up to \$300,000 per extended school year or year-round school may be awarded for a period of up to two years after the initial implementation year to implement new extended year or year-round school programs in either the 2019-2020 or 2020-2021 school year. In addition, funds awarded may be spent over two years. The per school amount may be up to \$400,000 in the case of schools that have an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators, or schools that had an Accredited with Conditions status and were rated at Level Three in two or more Academic Achievement for All Students school quality indicators when the initial application was made. Schools that qualified

for the per school grant up to \$400,000 under the previous Standards of Accreditation Denied Accreditation status remain eligible for funding for the initial three year period; after that period, such schools are subject to eligibility under the current Standards of Accreditation.

Recipients of either a **planning or start-up grant**, except for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status, must provide a twenty percent local match to the state grant amount awarded.

For **start-up grants**, after the third consecutive year of successful participation, an eligible school's grant amount shall be based on a shared split of the grant between the state and the participating school division using the division's local composite index (this includes schools that have an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators, or accreditation denied schools).

To be considered for selection for either a **planning grant or a start-up grant**, applicants must submit a complete response addressing all application requirements. You will find links for the instructions and applications below. Planning grant applicants should refer to Attachments A and B; start-up grant applicants should refer to Attachments C and D. **Past recipients of start-up grant funds must reapply for additional start-up grant funds each fiscal year.**

All school divisions applying for either a **planning grant or a start-up grant** must submit a completed PDF file of the relevant application **by 5 p.m. on Friday, June 14, 2019**, to Kim Powell, Grants and Reports Manager, at kim.powell@doe.virginia.gov. Applications must be received by the deadline in order to be considered. If you have any questions about the application process, please contact Dr. Meg Foley, Virtual Learning Specialist, by email at meg.foley@doe.virginia.gov or by phone at (804) 786-0877.

JFL/BK/kp

Attachments:

- A. [2019-2020 Planning Grant Instructions for Extended School Year, Year-Round School Grant](#)
- B. [2019-2020 Planning Grant Application for Extended School Year, Year-Round School Grant](#)
- C. [2019-2020 Start-up Grant Instructions for Extended School Year, Year-Round School Grant](#)
- D. [2019-2020 Start-up Grant Application for Extended School Year, Year-Round School Grant](#)

APPENDIX C

Virginia Department of Education

Final Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2020

This report must be submitted to Kim Powell by email at Kim.Powell@doe.virginia.gov by **September 1, 2020**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY20 funds OR FY19 carryover funds plus FY20 new funds). ***Do not enter the dollar amount.***

The final report must include the following:

45. The names and addresses of the school division and participating schools;
46. Grant Coordinator contact information;
47. Type of program (Extended School Year or Year Round School);
48. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);
49. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;
50. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;
51. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;
52. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***. In addition, you may choose to report on up to ***two additional metrics*** (Use the textboxes and tables below).

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric:				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here:

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric:				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

- Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY20			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			Source of Funds
Names of Individuals	Project Role	State	Local
Total		\$0	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Total Employee Benefits 2000		\$0	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds
		State	Local
Total Purchased Contractual Services		\$0	\$0
4000 Internal Services			Source of Funds
		State	Local
Total Internal Services		\$0	\$0

5000 Other Services	Source of Funds	
	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Total Materials and Supplies	\$0	\$0
	State	Local
Total Project Expenses	\$0	\$0