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, 2021

November 1, 2021

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 2021. 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, 25 different school divisions have received awards to conduct planning and/or start-up activities.

To encourage applications for the FY2021 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 FY2021 Appropriation Act for a total of $7,763,312 in available funds.

Using the guidelines established by the 2020 Appropriation Act Item 135 N (Appendix A), the VDOE awarded start-up grants totaling $7,755,167 to 53 schools in nine school divisions—Bristol, Carroll, Charlottesville, Hampton, Hopewell, Newport News, Roanoke City, Salem, and Waynesboro. These nine school divisions and four prior year grant recipients implemented programs which served 17,333 students in some capacity during fiscal year 2021. One school division applied for and received $8,145 in planning grant funds—Colonial Beach.

Grant Requirements

Grant opportunities were shared with all Virginia school divisions in Superintendent's Memo #116-20 (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 FY2021 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 divisions' 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 took a different approach to the design and implementation of programs extending the school year or offering year-round instruction. Many targeted their offerings to students identified as having, or being at risk of, lower academic performance. However, others also made programs open to all interested students.

Most programs offered a balance of enrichment and remediation. Some offered intercessions during typical school vacation times, while others extended time for learning in nontraditional time periods, such as evenings or weekends. Despite these differences, grantees reported a common commitment to finding new ways to engage students in their learning with the intent of improving academic achievement. For FY2021, due to the COVID-19 pandemic and the related challenge of determining the most appropriate methods of providing instruction, some divisions postponed or modified the implementation of their programs. Some divisions carried over funds to FY2022, as allowed in legislation.

Within this executive summary, three divisions that implemented their programs and conducted pre- and post-program assessments of student outcomes are highlighted. The annual reports of those highlighted programs and the other school division programs are available after the conclusion to this executive summary.

School Division: Waynesboro Public Schools

- **Number of Participating Schools:** 1
    - Waynesboro High School
- **Number of Participating Students:** 59
    - **Program Type:** Extended School Year
    - **Program Description**

The primary goal of the program at Waynesboro High School (WHS) is to develop programs, projects, and initiatives through an innovative process that will help solve some of the community's challenges; foster a sense of community; positively promote the work of staff, students, and community partners; and provide highly relevant and meaningful work and community- based learning experiences for students.

- **Highlights**

Twenty-five students participated in a four week *After-School Building Trades Program*. Twenty-three students (92 percent) of those students earned the OSHA 10 certification. During the 2020-21 school year staff at WHS, Kate Collins Middle School (KCMS), and the Waynesboro YMCA developed and implemented a leadership class for students who regularly attended the *After-School Garden Program* the prior school year while attending KCMS. The students were selected based on their leadership skills and teacher recommendations. All of the students attended and successfully completed the five-week class.

In partnership with Blue Ridge Community College (BRCC), three workforce certification programs were implemented in summer 2021 for students who graduated from WHS in spring 2021 or spring 2020.

During summer 2021 agriculture internships at Waynesboro Educational Farm, students worked 20 hours each week to support middle school students at the farm.

- **Impact of Program**

As shown in the sustainability section below, assessments showed an increased level of academic confidence and self-awareness after participating in the program. Two students enrolled and successfully completed a Certified Nurse Aide program, two enrolled and successfully completed a Certified Medical Assistant program, two students earned the first and second level welding certifications, and two students earned the first, second, and third level welding certifications. In partnership with a local barber, four students attended and successfully completed a 20-hour introductory course in Barbering. A licensed barber taught the class at Waynesboro High School. The

overall number of workforce credentials earned by students more than tripled from the start to the end of the program as shown in the sustainability section below.

- **Sustainability**

Sustaining these programs is directly linked to their success or lack thereof. High quality programs can be sustained because student, staff, and community buy-in makes them a priority. The Building Trades class is an excellent example of how this process can work. This program's success was highly visible to the community and region. As a result, the Valley Career and Technical Center will offer this class to students across the region.

Assessment Instrument Used/Provider	Description
Academic Readiness Assessments for Honors, Dual Enrollment, and Advanced Placement Prep Courses/Teacher Created	The assessment focused on a combination of students' perceptions about advanced coursework, their confidence, and knowledge of their own academic strengths and weaknesses. Student performance is scored on a scale of 0-100.
Workforce Credentials Examinations/Industry Professionals	The number of workforce credentials earned by students during a school year before and after entering the program.

Assessment	Pretest Data	Posttest Data
Academic Readiness Assessments for Honors, Dual Enrollment, and Advanced Placement Prep Courses	Pre-test Average Score 54	Post-test Average Score 70
Workforce Credential Examinations	Number of pre-program credentials earned 11	Number of post-program credentials earned 47

School Division: Bristol City Public Schools

- **Number of Participating Schools:** 4
    - Joseph Van Pelt Elementary
    - Highland View Elementary
    - Stonewall Jackson Elementary
    - Washington-Lee Elementary
- **Number of Participating Students:** 57
    - **Program Type:** Extended School Year

- **Program Description**

The overall goal of the division's B-180 program is to increase the academic achievement. The program focus is on three student sub-groups: students with disabilities, economically disadvantaged students, and Black students. Winter and spring intersessions operating from 9:00 a.m. to 2:00 p.m. provided 50 hours of instruction to students in grades kindergarten through five. The families of students in the three focus sub-groups who were performing below academic standards were contacted by the students' classroom teacher and strongly encouraged to allow participation by their child in the extended school year program.

- **Highlights**

Program data were collected from Response to Intervention meetings at each of the program schools to monitor the progress of students. Grade level teachers developed specific student activities and shared them with the teacher who led the sessions for the selected subgroups of students.

- **Impact of Program**

Since the initial planning stage in 2014, the B-180 program has grown and become a program that families, staff and students look forward to participating in. Students in the program showed growth based on their Guided Reading Level and significant gains in math based on assessments administered for grades kindergarten through five in the fall of 2020 and 2021 and the data shown in the sustainability section below.

- **Sustainability**

With the focus on smaller numbers in specific schools, achievement gaps were possibly closed more rapidly than with a focus on the entire division. The school division plans to build a new school within the next 2 years. The division plan is to conduct a traditional YRS model on the west end of the city and allow families to choose the preference of school for their child.

Assessment Instrument Used/Provider	Description
Guided Reading Level Assessment/ Fountas and Pinnell	An assessment that identifies the instructional and independent reading levels of students and documents student progress. Reading levels range from A in kindergarten to Z in grade twelve.
i-Ready Diagnostic Math Assessment/Curriculum Associates	An assessment that adapts to student responses and assesses a broad range of skills, including skills above and below a student's grade level.

Assessment	Pretest Data	Posttest Data
Guided Reading Level Assessment (All Students)	Pre-test Average Score Level L (Grade 2.5)	Post-test Average Score Level O (Grade 3.7)
Guided Reading Level Assessment (Black Students)	Pre-test Average Score Level L (Grade 2.5)	Post-test Average Score Level N(Grade 3.4)
Guided Reading Level Assessment (Students with a disability)	Pre-test Average Score Level H (Grade 1.7)	Post-test Average Score Level N(Grade 2.8)
Guided Reading Level Assessment (Economically Disadvantaged)	Pre-test Average Score Level L (Grade 2.5)	Post-test Average Score Level P(Grade 3.9)
i-Ready Diagnostic Math Assessment (All Students)	Pre-test Average Score 2.0	Post-test Average Score 2.6
i-Ready Diagnostic Math Assessment (Black Students)	Pre-test Average Score 1.6	Post-test Average Score 2.2
i-Ready Diagnostic Math Assessment (Economically Disadvantaged Students)	Pre-test Average Score 2.8	Post-test Average Score 3.4

School Division: Petersburg City Public Schools

- **Number of Participating Schools:** 6
    - Cool Spring Elementary
    - Lakemont Elementary
    - Pleasants Lane Elementary
    - Walnut Hill Elementary
    - Vernon Johns Middle
    - Petersburg High School
- **Number of Participating Students:** 1,743

- **Program Type:** Extended School Year

- **Program Description**

The high school program focused on the STEMSTRUCTION Academy, a program designed to engage students in real-world academic lessons and hands-on industry experience through integrated Career and Technical Education pathways. The program is designed to allow students to apply what they have learned in their math, science and English classes to real-world projects while exercising their critical thinking skills.

The school division partnered with Flying Classroom to maintain student engagement and learning STEM+ in their elementary and middle schools. Students were provided relevant virtual sessions each week through a live or recorded option that provided varied instructional content and materials for hands-on projects to learn STEM-related content and develop STEM-related skills.

The Summer Academy for students in grades kindergarten through eight was a five-week long virtual or in-person academic enrichment experience focusing on reading, writing, math as well as STEM exploration and the development of social and emotional skills. The Summer Academy for students in grades nine through twelve was an opportunity for students to earn the necessary verified credit for promotion to the next grade or to be a member of the summer graduation cohort.

- **Highlights**

The high school STEMSTRUCTION Academy used financial literacy, real estate, and current events to reinforce skills needed to be successful.

In the elementary and middle school programs, student's artifacts were collected, including STEM+ notebooks and final design projects.

Overall, 700 kindergarten through grade eight students and 150 students in grades nine through twelve participated in a Summer Academy either virtually or in-person.

- **Impact of Program**

Students in kindergarten through grade eight showed significant academic growth from the beginning of Summer Academy to the end as evidenced by pre- and post-test data shown in the sustainability section below.

- **Sustainability**

Extended school year programs were available to all kindergarten through grade twelve students enrolled in Petersburg City schools. To sustain this model Petersburg City Public Schools is examining ways that both local and state funds can be utilized to maintain the quality and reach of these programs during upcoming school years.

Assessment Instrument Used/Provider	Description
Performance Matters (Reading/Math)/PowerSchool	Assessments designed to analyze student reading and math performance and use the results to personalized instruction. Student performance is scored on a scale of 0-100.

Assessment	Pretest Data	Posttest Data
Performance Matters (Reading/Math)	Pre-test Average Score 64	Post-test Average Score 78

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.

As shown in previous years, a variety of grant programs continue operating to address the needs of targeted student groups and other students. The collaboration among teachers, parents, and school communities with partnerships established in the business community continues to be a critical element for program success. Because of the policies implemented by federal, state, and local leaders related to the COVID-19 pandemic, divisions for FY 2021 compared to FY 2020 submitted more annual reports. However, the overall number of annual reports submitted continues to be less than the number of reports submitted prior to the pandemic. In addition, with the availability of federal funds related to the pandemic, school divisions had access to a higher than usual amount of federal funds to address learning. Therefore, fewer Extended School Year and Year-Round grant funds were spent during FY 2021.

The three programs highlighted in this executive summary provide examples of the resources available for program implementation as well as the barriers and the need for continued improvement. All program administrators are asked to address program challenges that, based on performance metrics, 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.

Bristol City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY20 carryover funds

The final report must include the following:

1. **The names and addresses of the school division and participating schools;**
   Bristol City Public Schools, 280 Lee St. Bristol, VA 24201
   Joseph Van Pelt Elementary, 200 Springhill Terrace, Bristol, VA 24201
   Highland View Elementary, 1425 Eads Avenue Bristol, VA 24201
   Stonewall Jackson Elementary, 2045 W. Euclid Avenue Bristol, VA 24201
   Washington-Lee Elementary, 185 Washington Lee Drive Bristol, VA 24201

2. **Grant Coordinator contact information;**
   Jennifer Hurt, jhurt@bvps.org, 276-821-5646

3. **Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);**
   The overall goal is to increase the academic achievement. The focus is Three Student sub-groups: Students with disabilities, students' economically disadvantaged and Black students. Students who participate in B-180 over 80% of the time, will show a 1.5 years growth based on their Guided Reading Level and significant gains in math in based on grades K-5 from fall 2020 to fall 2021. Families of students who were below academic standards in the aforementioned sub-groups were contacted by the students' classroom teacher and strongly encouraged to allow participation by their child in the extended school year programs. Data was collected from RTI meetings at each of the schools to monitor the progress of the targeted group of students. Grade level teachers developed specific student activities and shared with the teacher who led the sessions for the selected subgroups of students.
   The number of participants was lower than had planned. However, based on the data collected and gains were made and maintained in both reading and math.

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 total proposed 38 days were conducted. 28 of the days were funded through CARES funds instead of the ESY grant as planned. The ESY planning grant funded the 10 days during the Winter and Spring intersessions. December 21, 22, 23, 28, 29 and 30th. March 29, 30, 31 and April 1. The sessions were 9:00 – 2:00 providing an additional 50 hours of instruction through ESY.
   Students in grades K-5 were invited to participate. 20 participated in the Winter Session, and 37 were added in the spring.

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;**

   Many families encourage our division to offer the B-180 program and a few prefer not to be required to participate. Due to the challenges of Covid 19, the program was conducted on a smaller scale than planned. Field trips were not conducted locally as was planned. Generally, our arts and music venues in the City of Bristol, provide at a reasonable fee, extended services for our students.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   Since the initial planning stage, B-180 has grown and has become a program that families, staff and students look forward to participating in. It does require a lot of last-minute planning because our families are notorious for not signing their child up in timely manner. When this happens, serving four schools makes it difficult to get student grade levels and understand their needs. However, we generally do not turn students away as we know they are generally better served with us in a structured program than not being anywhere during the intersession days.

   We have not had any issues with community, transportation or food services support. Our model provides pay for them during times they would not normally be paid.

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 FY21 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				
Instrument: Fountas and Pinnell Guided Reading Assessment				
Reporting Area	**All Students**	**Reporting Group: BLACK**	**Reporting Group: SWD**	**Reporting Group: Disadvantaged**
Number of Students Assessed	57	20	12	47
Pre-test Average Score	Level: L (Gr. 2.5)	Level: L (Gr 2.5)	Level: H (Gr. 1.7)	Level: L (Gr. 2.5)
Post-test Average Score	Level: O (Gr. 3.7)	Level: N (Gr. 3.4)	Level: K (Gr. 2.8)	Level: P (Gr. 3.9)
Net Change	Levels: 1.2 yrs.	9 months	1.1 Years	Levels: 1.4 yrs.

Enter an explanation of the data here:

57 students participated in B-180 at least 80% of the time. The levels above indicate the months of grade level reading increase made by the 57 participants in the reading level based on fall 2020 to fall 2021 F&P Diagnostic Assessment.

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: Student Achievement				
Instrument: i-Ready Diagnostic Math				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: SWD**	**Reporting Group: Disadvantaged**
Number of Students Assessed	55	18	8	45
Pre-test Average Score	2.0	1.6	1.2	2.8
Post-test Average Score	2.6	2.2	1.8	3.4
Net Change	.6 months	. 6 months	.6 months	. 6 months

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

Enter an explanation of the data here:
The data was derived from i-Ready Diagnostic Assessment from Fall 2020, - Fall, 2021. The numbers represent the students who participated in the additional 10 day program. The scores indicate grade level scores of students in K-5.

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 B-180 ESY planning has proven to be successful for participating students for many years. With the focus on smaller numbers, achievement gaps may have been more rapidly closed than with focus on the division. Teaching staff are not favorable to operating a complete YRS model currently. BVPS plans to build a new school within the next 2 years. Our division plan is to conduct a traditional YRS model on the west end of the city and allow families to choose preference of schools for their child.

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 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**
M. Young	Coordinator of B-180	$500	$500
Teachers	Led and designed lessons	$2,821	
Paraprofessionals	Assisted teachers/staff	$1,993	
Nurse	Provided well check with additional mitigations		$750
Total Salaries and Wages 1000		$5,314	$1,250
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
M. Youmg		100	
Teachers		275.	
Paraprofessionals		150.	
Nurse		75.	
Total Employee Benefits 2000		600.	
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**
Online Access to Break-out Edu.			395.
Total Contractual Services 3000			395.

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**
BVPS for Transportation (Bus Drivers/gas)		745.
Total Internal Services 4000		745.
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**
Total Travel 5000		
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**
2 Teachers Kit for Breakout Activities	300.	
Materials for Stem Activities	300.	
Instructional Supplies	400.	
Snacks	43.	
Total Materials and Supplies 6000	1043.	0
300.600	**State**	**Local**
Total Project Budget	6597.	2390.

Carroll County Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). Do not enter the dollar amount**.**

Fiscal Year(s) Funds Used: FY21 FUNDS

The final report must include the following:

1. **The names and addresses of the school division and participating schools;**
   Carroll County Public Schools, 605-9 Pine Street, Hillsville, VA 24343 Carroll County High School, 100 Cavs Lane, Hillsville, VA 24343 Carroll County Middle School, 1036 N. Main Street, Hillsville, VA 24343
   Fancy Gap Elementary School, 63 Winding Ridge Road, Fancy Gap, VA 24328 Gladesboro Elementary School, 7845 Snake Creek Road, Hillsville, VA 24343 Gladeville Elementary School, 3117 Glendale Road, Galax, VA 24333 Hillsville Elementary School, 90 Patriot Lane, Hillsville, VA 24343
   Laurel Elementary School, 26 Pleasant View Road, Austinville, VA 24312 Oakland Elementary School, 4930 Pipers Gap Road, Galax, VA 24333 Regional Alternative Education Center, 205 Oak Street, Hillsville, VA 24343 St. Paul School, 231 Flower Gap Rd, Cana, VA 24317

2. **Grant Coordinator contact information;**
   Marlin L. Campbell
   605 9 Pine Street, Hillsville, VA 24343

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

   - The **primary goal of this program** was to positively impact academic performance of students who were considered economically disadvantaged, are English Language learners, or are identified as Hispanic.
   - Particularly**, our academic objective** was to produce a 5% increase in academic achievement for these students by the conclusion of the program.
   - **Funds from this program were primarily utilized** to pay Carroll County

Public School teachers an hourly wage to provide intervention and remediation services to these students before and after school hours.

- Given the unique scenario of hybrid instruction, ongoing school closures, limited internet access for virtual instruction, and ongoing student quarantine, the **effect, impact, and other results of this program** were difficult, if not impossible, to measure quantitatively. SOL data analysis for the subgroups comparing SOL scores in math and reading from 2019 (last year available) to 2021 showed a decline in academic performance. This decline was expected. Anecdotally, we believe that the decline would have been MUCH *greater had we not have been able to provide the large number of additional instructional hours (effectively extending the school day) for these students and their families.*

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;**

   Extended school day services providing intervention and remediation by highly qualified licensed CCPS teachers was provided everyday throughout the school year before and after the regular school hours. Each school in the county was provided with a set number of hours determined in proportion to their enrollment figure. Teachers focused strictly on math and reading intervention/remediation and developed academic plans that were specific to the small group of students they were tutoring. The students that participating in this extended school day program changed significantly throughout the year depending on the needs of the students, the availability of the students (impacted by school closures, quarantines, hybrid schedule, etc) and the structure at the individual schools. Extended school day remediation and intervention services were available to any student in the county at the request of the teacher, student and/or parent.

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;**

   After individual schools were given the number of extended school day remediation/intervention tutoring hours, each school worked with their leadership team to develop an individual plan tailored to the needs of their school and community.
   Tutoring services were provided to all students based on the need of the individual student and at the request of the teacher, parent, and/or student.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

Covid-19 had a significant and negative impact on everything academically this year. It was exceptionally difficult, if not impossible, to gather quality pre-assessment and post- assessment data. When students are only in the building 2 days per week, it is a challenge to use those days to administer pre-assessments in a structured way. In addition, the availability of the students for consistent services was not strong. Students came in and out of the tutoring program based not only on their need, but also on their availability due to technology, quarantine status, and school closure/schedules.

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 FY21 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				
Instrument: -- SOL Assessment – Math				
Reporting Area	**All Students**	**Disadvantaged**	**ELL**	**Hispanic**
Number of Students Assessed	1027	1001	71	124
Pre-test Average Score	85 % Passing	81 % Passing	78 % Passing	86 % Passing

Post-test Average Score	60 % Passing	52 % Passing	44 % Passing	56 % Passing
Net Change	-25	-29	-24	-30

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Enter an explanation of the data here:

Extended school day tutoring services were available to all students in CCPS based on teacher recommendation and student/parent request. Students participating in the program rotated throughout the year based on a variety of circumstances. While data indicates a significant drop in achievement, we do believe that this drop would have been significantly worse without the additional extended school day remediation and intervention hours that were available in this program.

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: Student Achievement				
Instrument: SOL Assessment -- Reading				
Reporting Area	**All Students**	**Disadvantaged**	**ELL**	**Hispanic**
Number of Students Assessed	1719	993	67	122
Pre-test Average Score	80 % Passing	74 % Passing	53 % Passing	77 % Passing
Post-test Average Score	70 % Passing	64 % Passing	39 % Passing	65% Passing
Net Change	-10	-10	-14	-12

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

Enter an explanation of the data here:

Extended school day tutoring services were available to all students in CCPS based on teacher recommendation and student/parent request. Students participating in the program rotated throughout the year based on a variety of circumstances. While data indicates a significant drop in achievement, we do believe that this drop would have been significantly worse without the additional extended school day remediation and intervention hours that were available in this 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:**

The CCPS leadership team continues to believe that extending the traditional school day to offer intervention and remediation services to our students in a flexible manner continues to be an effective method to better engage our at-risk populations and ensure their academic success. We plan to continue to offer this program throughout the coming school year. In addition, we plan to extend our offerings by involving our “Teachers for Tomorrow” students at the high school level in the creation of “book clubs” at the elementary level that will target these groups of students.

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 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**
C ANDERSON; K AYERS; L AYERS; S BARNARD; A BEAMER; K BENNETT; D BLOOMER; G BOLEN; J BOUGH; B BOWMAN;	Tutors	21,668.01	4,333.60
R BOYD; T BRANNOCK; D BROYLES; E BRYANT; J BUNN; D CARICO; P CARTER; M CASSELL; R CAUDILL; M CHIPMAN;			
J COCHRAN; G COLEMAN; J COLEMAN; K COX; D DALTON; SH DALTON; SU DALTON; LI DAVIDSON; LO DAVIDSON; K DEHAVEN			
T DELP; M DRAWDY; C EASTER; I EASTER; M EASTER; A EDWARDS; T EDWARDS; J FENDER; J FRAZIER; T FRAZIER;			
T GALLIMORE; T GARDNER; K GAYHEART; S GAYHEART; A GOAD; M GOAD; S GRIMES; R HALSEY; A HASH; J HASH; L HIATT;			
G HICKERSON; S HICKERSON; D HILL; S HODGE; S HOMMEMA; S HORTON; T HORTON; D HULL; L IROLER; M JARRELL;			
Total Salaries and Wages 1000			
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals – CONTINUED FROM ABOVE		**State**	**Local**
W JOHN; D JOHNSON; J JOHNSON; S JONES; V KEITH; K KERN; B KEY; J KILGORE; D KING; M KING; N LAM; F LAMB; S LINTECUM;			
L LITTLE; H LUCAS; N LYONS; O MANNING; J MARTIN; S MASON; G MCCOMBS; S MCCOMBS; M MILLER; A MONTGOMERY;			
D MULLINS; P NESTER; R NEWBERRY; J NEWMAN; L NOTTINGHAM; M NOTTINGHAM;W NOWALL; J NOYOLA; D ODUM; J PARKS;			
K PELL; D PERRY; S PHILLPS; L PHIPPS;J QUESENBERRY; K QUESENBERRY; L RAFFEINNER; R RASCO; M REDD; C REECE; B REED;			
P RICHARDSON; C ROBINSON;K ROBINSON; L RODRIGUE; A SALTS; A SEMONES; S SHERRILL; J SHOEMAKER; J SLATE; S SNOW;			
S SNOW; S STAPLES; E STONE; L SUTERLAND; A SWIGER; H TAYLOR; M TERRY; L THOMAS; M THOMPSON; B TOLBERT; D TOLIVER;			
T VAUGHT; L WAGONER; A WATERS; S WEBB; K WESTMORELAND; J WHITLOCK; D WORRELL; C YOUNG; M ZYVOLOSKI			
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			

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**
Total Internal Services 4000		
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**
Total Travel 5000		
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		
	State	**Local**
Total Project Budget	$21,688.01	$4,333.60

Charlottesville City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY20 carryover funds

The final report must include the following:

1. **The names and addresses of the school division and participating schools;**
Charlottesville City Schools: 1562 Dairy Rd, Charlottesville, VA 22903
Burnley-Moran Elementary School, 1300 Long St, Charlottesville, VA 22901
Clark Elementary Schools, 1000 Belmont Ave, Charlottesville, VA 22902
Greenbrier Elementary School, 2228 Greenbrier Drive, Charlottesville, VA 22901
Jackson-Via Elementary School, 508 Harris St, Charlottesville, VA 22903
Johnson Elementary School, 1645 Cherry Ave, Charlottesville, VA 22903
Venable Elementary School, 406 14th St, Charlottesville, VA 22903
Charlottesville High School, 1400 Melbourne Rd, Charlottesville, VA 22901

2. **Grant Coordinator contact information**;
Stephanie Tatel, Division Literacy Coordinator, 1400 Melbourne Ave, Charlottesville VA 22901 (434)245-2489. tatels1@charlottesvilleschools.org

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

One purpose of the Extending the Bridges of Literacy (EBL) Tutoring was to extend literacy learning and practice opportunities beyond the hours of the school day for targeted K-4 students through individualized virtual tutoring by certified teachers. While the impact on achievement fell short of our ambitious goals, the additional support during COVID virtual learning prevented participating students from falling even further behind.

Another purpose of the program was to extend virtual academic mentoring opportunities for high school seniors at risk of not graduating. The impact of this effort was tremendous: 96% of those seniors identified for the program earned their high school diploma.

A final purpose of the program was to build the instructional capacity of our K-1 teachers through LETRS training. Over 40 teachers completed LETRS volume 1 training and all reported growth in their own practice and that their students experienced greater academic gains because of the training. This training has gained traction in our school division and 43 K-4 teachers will participate in LETRS training this year to build awareness and skill in delivering instruction based on the science of reading.

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**;
Participating K-4 students received 1 hour of individualized literacy tutoring per week for 25 weeks. Tutoring occurred outside of school hours by certified teachers over Zoom. Tutoring was based on individual student need and focused on foundational skills such as phonics, phonemic awareness, spelling, and writing. The program ran from November 9 through May 28. We had intended to start in October but had to postpone because of the complicated logistics of moving an entire school division online. Participating seniors received 1 hour of individualized academic mentoring across courses per week for 17 weeks from late January through the end of the school year by certified teachers and administrators from the high school. The following table shows the number of participating students in each reporting category. Only students with pre and post data are included in this count.

	Kdg	Gr 1	Gr 2	Gr 3	Gr 4	Gr 12
Total Students	8	9	8	7	8	45
Black	5	7	3	5	4	20
White	2	2	5	2	3	19
Hispanic	1	1	0	1	3	10
SWD	0	0	5	1	0	7
English Learner	0	0	1	1	2	6

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;**
In the 2020-2021 school year we were prohibited from using any volunteers or teachers outside the school division for virtual instruction because of school division Zoom security protocols. Consequently, all teachers recruited to tutor had to be Charlottesville City Schools' employees. Typically, we would have been able to leverage our community partnerships to recruit far more tutors but this year that was not possible. Hence the need for one-to-one tutors and academic coaches was a needed and missing resource this year. Parents were involved by ensuring that their children were available and ready to participate in their weekly virtual tutoring session. Teachers worked with families to identify the best time for their child to be tutored. Both families and teachers were surveyed for their feedback. The feedback was overwhelmingly positive. The most common request for a program improvement was for the tutoring to take place during the school day hours, but as per Human Resources we were not able to additionally compensate salaried teachers during their contract hours.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**
The EBL tutoring model was a response to the impact of COVID-19 on our schools. Charlottesville City Schools closed on March 13, 2020 and did not reopen for in-person learning until March 2021. Since we were not able to run the traditional in-person after-

school EBL program in school year 20-21, we pivoted to this virtual 1-1 tutoring model to support students.

We were advantaged by several factors. CCS has ample technology and scaled up 1-1 Chromebook for all students. We are well-resourced with curricular materials and drew heavily from our aligned core ELA program as well as the Lexia on and off line materials to individualize tutoring plans. Lexia Core 5 was used extensively both in the classroom and also by the EBL tutors because it provided real time data and aligned resources for instruction. Transportation was not an issue because the tutoring remained virtual all year. Lastly, this grant supported our fiscal efforts to ameliorate COVID's negative impact on students' academic achievement.

The most significant barrier to this success of the K-4 tutoring this year was recruiting enough tutors and therefore being able to provide sufficient tutoring support. We were not able to leverage partnerships with other organizations such as UVA because of our online security protocols, as we have in the past, and that consequently limited the number of tutors available. Schools of education at UVA and JMU both run reading tutoring programs during the school day but we were unable to participate because of the division's requirement that only CCS employees interact on Zoom with our students. Additionally, an HR policy prohibited teachers from compensated tutoring during their contract hours. Because of these two factors, the tutoring could not happen during the school day and we could not recruit outside of our own staff. COVID has presented many hardships to our teachers' personal and professional lives. That factor coupled with the requirement that the tutoring occur outside of regular school hours significantly limited the pool of teachers willing to take on the extra time outside of school to tutor students. Finally, while many families were eager to get their children into the program, there were also many families who understandably did not want to extend screen-time longer than the regular school day.

At second semester because we had so few tutors at the elementary level, we created the Senior Mentors initiative (as per our approved grant) to support high school seniors at risk of not graduating. We did not have trouble recruiting sufficient teachers and administrators at the high school level to serve as academic mentors. Academic mentors all engaged in weekly phone calls, texts, emails and even home visits with their matched student. The multiple modes of contact and expectation of frequent but less structured contact than the traditional tutoring session, was a successful model for virtual academic mentoring as evidenced by the 96% graduation rate of the participating seniors.

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).**

a. Student Achievement Metric.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric					
Metric: Student Achievement					
Instrument: PALS for K-2 students					
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: Hispanic**	**Reporting Group: EL**	**Reporting Group: SWD**
Number of Students Assessed	25	15	2	1	5
Pre-test Average Score	27.64	29.73	37	31	18.8
Post-test Average Score	43.83	42.27	60	Student Moved No spring data	24.75
Net Change	+16.19	+12.54	+23	NA	+5.95

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Enter an explanation of the data here: The above data related to Objective 1 show the change in average pre and posttest PALS summed scores for students with both fall and spring data. While the net change shows a positive increase across the board, it is important to note that of these students 56% were identified on PALS in the fall and 75% were identified in the spring. This increase in the number of students identified on PALS in the 20-21 school year is consistent with the impact COVID has had on all our students because of virtual learning and the reduction of hours of literacy instruction. 25% of these students exceeded the end of year PALS summed score, but we did not meet our Objective 1 that 90% of K-3 tutees would meet or exceed the PALS Entry Level Summer Score by the spring.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric					
Metric: Student Achievement					
Instrument: AIMSweb Oral Reading Fluency for Grades 3-4 Students					
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: Hispanic**	**Reporting Group: EL**	**Reporting Group: SWD**
Number of Students Assessed	15	9	4	3	1
Pre-test Average Score	74	76	79	72	26
Post-test Average Score	88	90	87	86	34
Net Change	+15	+14	+8	+14	+8

Enter an explanation of the data here: The above data related to Objective 2 show the change in average pre and post test scores on a 1-minute oral reading fluency measure. While there are positive gains for all students and for each reporting category, the end of year averages are all below the grade level mean for oral reading fluency. The impact of COVID on our students has been significant in particular for our most school-dependent students. We did not meet our Objective 2 that 80% of tutees would meet or exceed their AIMSweb goals.

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: Tutors took attendance and we tracked the amount of time each student participated in tutoring. This was for both accountability and also to analyze the amount of time engaged in tutoring compared to the academic outcomes.

CURRENT YEAR PRE-POST DATA for Optional Metric			
Metric: Tutoring attendance log for K-4 Tutoring			
Instrument: Tutoring attendance log for K-4 Tutoring			
School	**Total Hours**	**Number of Students**	**Average Hours Per Student**
Burnley Moran	37	2	18.5
Clark	18.5	1	18.5
Greenbrier	18.5	1	18.5
Jackson Via	351.05	17	20.65
Johnson	205	10	20.5
Venable	88	3	29.33
TOTAL	718.05	34	21.12

Enter an explanation of the data here: The above data related to Objective 3 demonstrates the impact of tutor recruitment by school and the total amount of tutoring on average that students received. The schools that provided more tutoring had more teachers willing to commit to the additional work outside of contract hours. We fell 5.88 hours short of our objective of providing an average of 27 hours of individualized tutoring for up to 120 students. This was largely due to difficulty in recruiting sufficient tutors.

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:** At this time we have no plans to continue to offer this program.

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**
		106,598.49	188,555.89
Total Salaries and Wages 1000		106,598.49	188,555.89
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
		7,764.76	60,848.57
Total Employee Benefits 2000		7,764.76	60,848.57
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**
		29,372.10	36,902.50
Total Contractual Services 3000		29,372.10	36,902.50
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**
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**
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**
	806.00	33,317.87
Total Materials and Supplies 6000	806.00	33,317.87
	State	**Local**
Total Project Budget **464,166.18**	144,541.35	319,624.83

Note: School divisions receiving a startup grant are required to provide a twenty percent local match, 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.

Chesterfield County Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR A YEAR ROUND SCHOOL PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY20 carryover funds

The final report must include the following:

1. **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

2. **Grant Coordinator contact information;**

   Emma Cashion
   Emma_Cashion@CCPSNET.net

   Nancy Graham
   Nancy_Graham @CCPSNET.net

3. **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.

During the 2020-2021 SY, Bellwood operated as a traditional school, without the benefits of intersessions. 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.

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;**

   During the 2020-2021 SY, Bellwood was on a traditional school schedule due to issues created by the COVID-19 pandemic. The school participated in virtual, and a hybrid of virtual and in-person learning. The 2020-2021 SY started on September 8th and finished on June 17th. The school hours are 9:25-3:55. Bellwood Elementary serves kindergarten through 5th grade, ECSE, Headstart, and PreK classes. Student enrollment for the 2020-2021 school year was 555.

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;**

   Due to being on a traditional schedule, there was no intersession provided. Communities in Schools provides Bellwood with community partnerships each year. Some of the main community partnerships within Bellwood include Faith Based, Conexus, Capital One, Dominion, and individual community members who volunteer their time within the school.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   The greatest barrier to implementing the YRS and intersession program during the 2020-2021 SY was the decision by the School Board to suspend YRS during the pandemic. The school will return to a YRS schedule in July of 2021.

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 FY21 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				
Instrument: PALS				
Reporting Area	**All Students**	**Reporting Group: ELL**	**Reporting Group: SPED**	**Reporting Group:**
Number of Students Assessed	89	30	3	14
Pre-test Average Score	33	32.2	23.3	32.5
Post-test Average Score	55	59.5	38.3	62.1
Net Change	22	27.3	15.03	31.6

.

Enter an explanation of the data here: Since there were no Intersession programs during the 2020-2021 school year, the above data is from all of the Kindergarten students enrolled at Bellwood Elementary, not just Intersession students.

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:**

   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.

   There is a desire to expand the YRS program into additional elementary schools in the coming years.

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 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**	
Names of Individuals		**State**	**Local**
Total Employee Benefits 2000		0	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**
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**
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**

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	0

FY 2021 ANNUAL REPORT
START-UP GRANT FOR A YEAR ROUND SCHOOL PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY20 carryover funds

The final report must include the following:

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

Chesterfield County Public Schools

Falling Creek Elementary School (Year Round School)
4800 Hopkins Rd.
North Chesterfield, Va. 23234

Principal: Pamela Johnson

2. Grant Coordinator contact information;

Shirelle White
Shirelle_white@ccpsnet.net

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

Falling Creek Elementary began operating on a Year Round School (YRS) calendar as of July 23, 2019 after spending a year planning and preparing the school community for this change from the traditional calendar. With this implementation, Falling Creek became the second school in Chesterfield County Public Schools to operate on a Year Round School calendar. Pamela Johnson, principal at Falling Creek Elementary, worked closely with Jennifer Rudd, Principal at Bellwood Elementary, to collaborate on all processes involved in preparing staff and community. The student population at Falling Creek is significantly larger than Bellwood with 781 as compared with 584 at Bellwood. Falling Creek has a diverse student population with 50% Hispanic, 39% Black, 7% White, 1.8% Asian, and 1.8% Multi-racial.

Mrs. Johnson sought to transition to YRS believing that her students would benefit from having shorter breaks away from school. She and her team of highly motivated teachers were eager for this change, and they built strong parent support through multiple share meetings. Since the start of the year, Falling Creek administrators and staff have successfully implemented the first and second intersessions. All students were provided with reading and math instruction each day during the morning. A select group of Falling Creek teachers were

hired to create lesson plans for each grade level in reading and math. Lessons were focused on review of previously learned content and preview of upcoming topics for the next quarter.

Afternoon sessions were focused on enrichment activities and were provided by local vendors during the first intersession and by teachers and vendors during the second intersession. Science investigations, design and engineering challenges, cooking experiences, and jump rope challenges were all part of the afternoon enrichment sessions. Each child was provided with two hour-long enrichment classes.

Lower quartile students were targeted for this intersession and were all specifically invited by classroom teachers. After those invitations were extended, all other students were offered the chance to enroll. The focus at Falling Creek has been to ensure that lower quartile students are the primary group of students who would most benefit from this additional instructional time.

The third intersession was set to begin on March 23, 2020 and run through April 3, 2020. 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 Falling Creek 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.

During the 2020-2021 SY, Falling Creek operated on a traditional school schedule without the benefits of intersession. 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.

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;

During the 2020-2021 SY, Falling Creek was on a traditional school schedule due to issues created by the COVID-19 pandemic. The school participated in virtual, and a hybrid of virtual and in-person learning. During the traditional school schedule, FCES did not hold intersession. Intersession will commence September 20, 2021 through October 1, 2021. The hours will be 9:15am – 3:45pm, Monday – Friday. Students will received remediation instruction in reading, writing, and mathematics. Students will also have the opportunity to participate in enrichment activities that will range from art education, cooking classes, STEAM, tennis, JumpStarz, and young scientist activities.

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;

Due to being on a traditional schedule, there was no intersession provided. FCES participated in Dinner and Data night; this event provided families with dinner, a short moment to meet with teachers and to receive students' most recent performance data in PALs, DRA, and report card. Back to School night was held; which permitted families to visit the school – in a social distance environment – and meet their students' teachers. Backpack and other school supplies were distributed to those who needed them. Families enjoyed visits to the Kona Ice truck; as well.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;

The greatest barrier to implementing the YRS and intersession program during the 2020-2021 SY was the decision by the School Board to suspend YRS during the pandemic. The school will return to a YRS schedule in July of 2021.

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 FY21 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				
	Instrument: Measures of Academic Progress (MAPs) Fall 2020 & Spring 2021- MATH				
Reporting Area	**All Students**	**Reporting Group: Grade 2 Mean RIT Score**	**Reporting Group: Grade 3 Mean RIT Score**	**Reporting Group: Grade 4 Mean RIT Score**	**Reporting Group: Grade5 Mean RIT Score**
Number of Students Assessed	391	111	101	96	83
Pre-test Average Score	391	167.2	182.0	191.5	204.2
Post-test Average Score	391	180.8	191.5	200.4	212.6
Net Change	391	**Observed Growth:** 14	**Observed Growth:** 10	**Observed Growth:** 9	**Observed Growth:** 8

Enter an explanation of the data here: Three hundred ninety-one students were administered the Math MAPs assessments in the Fall of 2020 and in the Spring of 2021. The assessments provided beginning of the year performance results in review of students' performance growth at the end of the year. The data also revealed:

- Second grade students' projected growth was 17.1 percentile with a school conditional growth index of -1.34 and a school conditional growth percentile of 9.
- Third grade students' projected growth was 14.6 percentile with a school conditional growth index of
  -2.12 and a school conditional growth percentile of 2.
- Fourth grade students' projected growth was 12.3 percentile with a school conditional growth index of -1.50 and a school conditional growth percentile of 7.
- Fifth grade students' projected growth was 10.7 percentile with a school conditional growth index of
  -0.86 and a school conditional growth percentile of 19.

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: Student Achievement				
	Instrument: Measures of Academic Progress (MAPs) Fall 2020 & Spring 2021– Language Arts: Reading				
Reporting Area	**All Students**	**Reporting Group: Grade 2 Mean RIT Score**	**Reporting Group: Grade 3 Mean RIT Score**	**Reporting Group: Grade 4 Mean RIT Score**	**Reporting Group: Grade 5 Mean RIT Score**
Number of Students Assessed	402	118	99	95	90
Pre-test Average Score	402	162.4	181.9	191.1	198.0
Post-test Average Score	402	174.9	189.6	196.8	205.7
Net Change	402	**Observed Growth:** 13	**Observed Growth:** 8	**Observed Growth: 6**	**Observed Growth:** 8

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

Enter an explanation of the data here: Four hundred two students were administered the Language Arts: Reading MAPs assessments in the Fall of 2020 and in the Spring of 2021. The assessments provided beginning of the year performance results in review of students' performance growth at the end of the year. The data also revealed:

- Second grade students' projected growth was 15.9 percentile with a school conditional growth index of -1.18 and a school conditional growth percentile of 12.
- Third grade students' projected growth was 13.0 percentile with a school conditional growth index of -2.21 and a school conditional growth percentile of 1.
- Fourth grade students' projected growth was 10.4 percentile with a school conditional growth index of -1.99 and a school conditional growth percentile of 2.
- Fifth grade students' projected growth was 8.4 percentile with a school conditional growth index of -0.31 and a school conditional growth percentile of 38.

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: Student Achievement				
	Instrument: Measures of Academic Progress (MAPs) - Fall 2020 & Spring 2021–MATH				
Reporting Area	**All Students**	**Reporting Group: Grade 2 Mean RIT Score**	**Reporting Group: Grade 3 Mean RIT Score**	**Reporting Group: Grade 4 Mean RIT Score**	**Reporting Group: Grade 5 Mean RIT Score**
Number of Students Assessed	**Total= 177**	**English Language Learner (ELL)** – 45 **Students w/Disabilities (SWD**) – 13 **Section 504** – 1 **TAG** - None	**English Language Learner (ELL)** – 32 **Students w/Disabilities (SWD)** – 11 **Section 504** – 2 **Talented and Gifted (TAG)** - 1	**English Language Learner (ELL)** – 28 **Students w/Disabilities (SWD)** – 8 **Section 504** – 1 **TAG** - 1	**English Language Learner (ELL)** – 22 **Students w/Disabilities (SWD)** – 10 **Section 504** – 2 **TAG** - None
Pre-test Average Score	Total= 177	ELL- 163.0 SWD- 158.1 Section 504 -*	ELL- 178.7 SWD – 165.9 Section 504 -* TAG- *	ELL- 186.8 SWD – * Section 504 -* TAG - *	ELL- 193.5 SWD – 184.9 Section 504 -*
Post-test Average Score	Total= 177	ELL- 180.9 SWD – 169.1 Section 504 -*	ELL- 189.0 SWD – 13.3 Section 504 -* Talented and Gifted (TAG) -*	ELL- 194.1 SWD – * Section 504 -* Talented and Gifted (TAG) -*	ELL- 202.7 SWD – 192.6 Section 504 -*
Net Change		**ELL: Observed Growth – 18** **SWD : Observed Growth – 11** **Section 504 : Observed Growth - ***	**ELL: Observed Growth – 10** **SWD : Observed Growth – 8** **Section 504 : Observed Growth - ***	**ELL : Observed Growth – 7** **SWD : Observed Growth – *** **Section 504 : Observed Growth - ***	**ELL: Observed Growth – 9** **SWD : Observed Growth –8** **Section 504 : Observed Growth - ***

			Talented and Gifted (TAG) : Observed Growth - *	**Talented and Gifted (TAG) : Observed Growth - ***	

	CURRENT YEAR PRE-POST DATA for Optional Metric				
	Metric: Student Achievement				
	Instrument: Measures of Academic Progress (MAPs) - Fall 2020 & Spring 2021–Language Arts: Reading				
Reporting Area	**All Students**	**Reporting Group: Grade 2 Mean RIT Score**	**Reporting Group: Grade 3 Mean RIT Score**	**Reporting Group: Grade 4 Mean RIT Score**	**Reporting Group: Grade 5 Mean RIT Score**
Number of Students Assessed	**Total= 179**	**English Language Learner (ELL)** – 49 **Students w/Disabilities (SWD**) – 12 **Section 504** – 1 **TAG** - None	**English Language Learner (ELL)** – 32 **Students w/Disabilities (SWD)** – 10 **Section 504** – 2 **Talented and Gifted (TAG)** - 1	**English Language Learner (ELL)** – 28 **Students w/Disabilities (SWD)** – 9 **Section 504** – 1 **TAG** - 1	**English Language Learner (ELL)** – 23 **Students w/Disabilities (SWD)** – 9 **Section 504** – 1 **TAG** - None
Pre-test Average Score	**Total= 177**	ELL- 155.7 SWD- 153.7 Section 504 -*	ELL- 175.8 SWD – 178.4 Section 504 -* TAG- *	ELL- 180.9 SWD – * Section 504 -* TAG - *	ELL- 183.1 SWD – * Section 504 -*
Post-test Average Score	**Total= 177**	ELL- 171.5 SWD – 159.9 Section 504 -*	ELL- 182.5 SWD – 13.3 Section 504 -* Talented and Gifted (TAG) - *	ELL- 185.2 SWD – * Section 504 -* Talented and Gifted (TAG) -*	ELL- 192.7 SWD - * Section 504 -*
Net Change		ELL**: Observed Growth – 16** SWD **: Observed Growth** – 6 Section 504 **: Observed Growth** - *	ELL**: Observed Growth** – 7 SWD **: Observed Growth** – 8 Section 504 **: Observed Growth** - *	ELL **: Observed Growth** – 4 SWD **: Observed Growth** – * Section 504 **: Observed Growth** - *	ELL**: Observed Growth** – 10 SWD **: Observed Growth** –* Section 504 **: Observed Growth** - *

			Talented and Gifted (TAG) **: Observed Growth** - *	Talented and Gifted (TAG) **: Observed Growth** - *	

Enter an explanation of the data here: A total of one hundred seventy-seven English Language Learners, Students with Disabilities, Section 504 students and Talented/Gifted students were administered the Mathematics and Language Arts/English MAPs assessment during the Fall of 2020 and Spring of 2021. The assessments measured the students beginning of the school year's academic performance and the end of the year growth achievement.

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:

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.

There is a desire to expand the YRS program into additional elementary schools in the coming years.

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 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			
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Total Employee Benefits 2000			
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			
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**
Total Internal Services 4000			
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**

Total Travel 5000		
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		
	State	**Local**
Total Project Budget		

Hampton City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR A YEAR ROUND SCHOOL PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY2019 and FY2020 carryover funds
FY new funds 2021

The final report must include the following:

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

Hampton City Schools	One Franklin Street, Hampton VA 23669
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. Grant Coordinator contact information;
Veronica Hurd, Director of the Academies of Hampton
One Franklin Street, Hampton VA 23669
Phone: 757-727-2213 Email: vhurd@hampton.k12.va.us

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 has transformed teaching and learning, learning environments, and community and industry partner engagement. Specifically, at the high school level, with the Class of 2021 Hampton celebrated the full implementation and bringing the wall-to-wall college and career academy model to scale in all four high schools.

Through the Academies of Hampton, students in the city's four high schools are afforded a clear path for graduation and a seamless transition to college or a career. Students participate in a small learning community completing courses together with peers who share similar interests and desires to learn about a specific field. Students in each of the 16 academies get a personalized setting where they learn English, science, math, and social studies meeting all graduation requirements. The Academies also offer advanced placement and dual enrollment courses as well as industry certification exams to help students gain college credits and required credentials in more than 40 career pathways, all before high school graduation. Another element is real-world exposure to business and industry.

The Academies connect potential employers to classroom-based and extended learning time programs. Industry representatives and employers share their knowledge and experience through classroom

presentations, worksite visits, job shadowing, and internships. Employers introduce students to careers, opportunities, and industry skills when they help design and offer relevant hands-on learning experiences with practical, real-world applications. Through project- and challenge-based learning they give students meaningful opportunities to put problem-solving skills to work; they help students apply what they're learning in the classroom to tackle real issues now. Whether it is through the redesigned learning environments and career-aligned academic instruction or the Extended Enrichment Learning (EEL) programs offered afterschool, on Saturdays, and throughout the summer, the Academies are preparing all students for success in college, careers, and lifelong learning while also contributing to the overall socio-economic development of the Peninsula's workforce.

Organized as small learning communities, Hampton's 16 career academies integrate career and employment-oriented goals with rigorous academic content and experiential learning experiences that foster critical thinking, communication, collaboration, and creativity our young people need to thrive in a complex, ever changing world. The 41 career pathways bolster college and career readiness by vertically aligning the high school experience to postsecondary opportunity and workplace needs. Academics, instruction, and experiential learning helps our young people graduate and enter college and the workforce with a plan, direction, and the momentum that propels them to their definition of success in life. When aligned, all efforts build pathways to prosperity and ensure students graduate from high school the *Portrait of a Hampton Graduate.*

The *Portrait of a Hampton Graduate* (Portrait) is a locally developed, but globally positioned, vision that articulates our community's aspirations for all young people. Using a community-driven process, our community outlined the 21st century skills students should embody and exemplify by graduation. The Portrait describes the knowledge, skills, experiences and attributes that all students must attain to be successful in college and/or the work force and to be "life ready." A life-ready Hampton graduate must: apply appropriate academic and career focused knowledge (Content Knowledge); integrate and apply classroom knowledge to navigate the real world (Career and Life Skills); build connections and work with individuals and diverse communities (Communication, Collaboration, and Leadership); and demonstrate mindfulness of self, others, and one's personal journey (Positive Sense of Self and Purpose).

To help our students cultivate these traits, mindsets, and skills, we have aligned classroom instruction and extended learning, enrichment, and career-focused experiences to better reflect the ways students learn and to demonstrate their learning. The following table illustrates how student accomplishments align with the division's goal of graduating students with the skills and competencies (Five C's – critical thinking, creativity, communication, collaboration and character) that are in demand and necessary for success in 21st careers.

<table>
<tr><th colspan="4">21st Century Skills and Competencies/Measurable Outcomes</th></tr>
<tr><td>Career and Life Skills
Integrates and applies classroom knowledge to navigate the real world</td><td>Content Knowledge
Achieves and applies appropriate academic and career-focused knowledge</td><td>Communication, Collaboration, and Leadership
Builds connections and works with individuals and diverse communities</td><td>Positive Sense of Self and Purpose
Demonstrates mindfulness of self, others, and personal journey</td></tr>
<tr><td>Aligned Experiences</td><td>Aligned Experiences</td><td>Aligned Experiences</td><td>Aligned Experiences</td></tr>
<tr><td>Career Exploratory Exposition (e.g. My Future My Journey)</td><td>Graduation Rate</td><td>Success 101 (Freshman Academy)</td><td>Attendance Rate</td></tr>
<tr><td>Industry Exploration Site Visit</td><td>Dual Enrollment Rate</td><td>Project-Based Learning (e.g. Summer Bridge, Academy STEM League, Summer STEM Camp)</td><td>Community Service (10 hours minimum)</td></tr>
<tr><td>Job Shadow</td><td>College-Ready PSAT/SAT Score (Number)</td><td>Challenge-Based Learning (e.g. Summer Business Institute)</td><td>Senior Capstone</td></tr>
<tr><td>Industry Certification</td><td rowspan="4">Industry Verified Performance Assessment</td><td rowspan="4">Extracurricular Engagement</td><td>Culture and Climate Survey</td></tr>
<tr><td>Internship/ Pre-apprenticeship (e.g. Summer Youth Employment Program)</td><td rowspan="3">Senior Exit Interview</td></tr>
<tr><td>College and Career 10-year Plan</td></tr>
<tr><td>Electronic Resume</td></tr>
</table>

Primary Goals: The *Academies of Hampton* is committed to all students graduating so that 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.

Key EEL Strategies to Achieve the 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. 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. **Enrichments** make learning more meaningful, valuable, and rewarding. Enrichment activities are fun, which helps students to become more engaged in their learning and more likely to retain more information. 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. EEL enrichments are designed to engage and inspire all students, especially those who are typically underrepresented in traditional enrichment programs.

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. EEL offers a continuum of PBL and CBL experiences, aligned with the 16 college and career academies, that 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.

4. **Work-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. EEL facilitates a variety of real-life work experiences that complement academic instruction. These experiences occur at employer worksites, including internships, on-the-job training, workplace simulations, youth employment programs, and high school-based apprenticeships. All of these on-the-job learning experiences help students acquire the essential technical skills and knowledge needed to make them competitive in the job market.

The following EEL programs provide high-quality academic enrichment and other activities designed to increase students' overall and academic success.

Summer Bridge Experience

This summer program is designed to ease 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. In addition to meeting academy teachers and key high school staff and learning about high school opportunities and expectations, students engage in self and career discovery through a themed project.

The purpose of Summer Bridge at each high school is universal: to accelerate academic achievement, mitigate summer learning loss, and strengthen preparation for high school. Along with school-specific experiences, students participate in community- and character-building experiences, which promote social-emotional development, cultivate leadership abilities, and develop teamwork, communication, and interpersonal skills.

With an open enrollment policy, all rising freshmen are invited and encouraged to attend the program at their respective high school. In addition, faculty and staff specifically target students who are more likely to struggle in high school and at greater risk of failing or dropping out during ninth grade.

IMPLEMENTATION*: Summer Bridge* Class of 2024 (grant year 2021-2022) activities.

As part of a comprehensive plan to ensure all students graduate from high school prepared for postsecondary success, 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, parent engagement, and workplace or college exploration. This week-long program was offered as an onsite program in previous years, COVID-19 required a redesign to a virtual experience.
The Class of 2024 Virtual *Summer Bridge* Experience maintained the focus of easing the transition from middle to high school in an engaging, relevant, and fun way. *Summer Bridge* introduced rising ninth-graders to their high school community, providing experiences that helped students build relationships with their peers, teachers, and leadership, all while brushing off the academic dust that may have accumulated over the summer.
The 2020 *Summer Bridge* implementation activities are described in Question 4 of this report.

PLANNING: *Summer Bridge* Class of 2024 (grant year 2021-2022) activities.

The Class of 2025 Summer Bridge experiences begin on Monday, August 16, 2021, through Thursday, August 19, 2021, 8:30 a.m. - 12:30 p.m. Parents are encouraged to attend the Parent Connection and Chat on Wednesday, August 18, 2021, 6:00 p.m. - 7:00 p.m. At the session program leaders will host 'high school 101' style sessions, distribute materials, and answer questions.

Summer Bridge 2021 PBL/Enrichment Experience		
Bethel High School		
Focus	**Learning Objective/Goal**	**Activity**
Roadmap to Success	Students will create "roadmaps" on how they will achieve success.	Students will participate in a variety of activities including Operation Backpack, dress for success, managing stress, perseverance, rights and responsibilities as a Bethel Bruin, earn it to graduate, and team building.
Hampton High School		
Focus	**Learning Objective/Goal**	**Activity**
What Does it Mean to G.R.O.W. (Grace, Responsibility, Ownership, Worth) *How does my present self impact my future self?*	Not everyone will like me and I will not like everyone, but how I handle positive and negative relationships will define how others view me.	Rising Freshmen will develop a road map that helps them (and future rising freshmen) plan their goals and steps towards achieving their goals throughout their life journey.

Kecoughtan High School		
Focus	**Learning Objective/Goal**	**Activity**
Building Relationships through Social and Emotional Learning	Students will be able to determine the best career field(s) that align with their personality type	Students will work in rotating sessions to complete activities that are focused on Social and Emotional Learning. Activities include the Holland Codes inventory to match personality with best aligned jobs/careers; and, circle up and other activities designed to help teens build trust with their peers.
Phoebus High School		
Focus	**Learning Objective/Goal**	**Activity**
PBL: Group 1 - Social Emotional Learning Project Summary - How will our Phantoms successfully adjust after recent events?	Students will reflect on their current mental, physical and social health in order to develop personal and academic goals for 9th grade. They will craft "Healthy Mind and Body" action plans and consolidate their learning into a class-produced digital guide to include best practices for setting and achieving personal health goals.	***The Product:*** The class of 2025 will publish the best practices guide online and distribute it at local community health fairs. Select students will present their action plans to community members during a health fair in August/September.
PBL: Group 2 - Leaving MY Legacy Project Question - How can our 9th graders prepare future Phantoms for middle school?	Transitioning from elementary school to middle school can be an exciting yet scary process for rising 6th grade students. After reflecting on their own experiences, researching informational resources on transition to middle school and adolescent growth, and conducting surveys of current Phantoms, the class of 2025 will create a	***The Product:*** The class of 2025 will publish a "Welcome to Middle School: A guide for Success". We will distribute this guidebook at events for incoming middle school students.

	guidebook for fifth and sixth graders.	

Planning for the on-site, in-person 2021 Summer Bridge was developed by the Freshman Academy team at each high school. While programming at each high school follows a common curriculum, each team has planned unique experiences for their incoming freshmen. With a summer 2021 implementation, which is the 2021-2022 grant year, information on the 2021 Summer Bridge programs and outcome data will be shared in the January 2022 mid-year report. Enrollment and engagement data; outcome data (pre/post measures, learning outcomes, stakeholder feedback and evaluation information); business partner engagement; program/activity success and challenges; planned changes for 2022; and, celebration quotes, pictures, media recognition will be included in the January 2022 mid-year report.

Academy STEM League

As an academic year program, *Academy STEM League* extends the academy curriculum from the classroom to the out of school time, and offers career skill development through participation in projects focused on addressing authentic real-world situations. With the goal of improving educational outcomes and career readiness, students were offered weekly enrichment experiences and targeted academic support, which were offered after school and on Saturdays throughout the academic year. Saturday programs included virtual field trips and guest speakers who were not available during the school week.

In addition to the PBL's, students are offered personalized remediation and academic support services to help them complete high school with academic credit and industry credentials valued in postsecondary education and careers. As described in the section on remediation, Hampton's remedial programs during the 2020-2021 were expanded because students faced new and or additional learning challenges during the COVID-19 pandemic.

IMPLEMENTATION: *Academy STEM League* (grant year 2020-2021) activities.

Based on 2019-2020 student and teacher feedback and in an effort to create stronger alignment with the Academies of Hampton design, the *Academy League* model was redesigned to combine Freshman and Sophomore programming. Ninth and tenth graders collaborate together to engage in projects that allow them to explore careers of interest at much deeper levels in a creative and student-centered way. Working together allows sophomores, currently in foundation CTE courses, and upperclassmen to provide leadership and mentorship to the freshman who may be entering that academy. In addition to combining the two grade levels, *Academy League* added STEM to enhance the PBL experiences and reinforce the importance of exercising critical thinking as students work through problems. STEM connected PBL experiences help prepare students to take on the big challenges faced by society.

The initial plan for 2020-21 was based on the assumption that high school students would be returning to school for the second semester either on a hybrid or full-time model. The plan was for after-school activities to be held at the high school and Saturday activities would then be implemented as part of the PBL experience. Due to ongoing COVID restrictions and concerns, PBL's and academic remediation were refined and implemented as a total virtual experience, using a hybrid model of synchronous sessions

and asynchronous learning activities. Along with virtual learning experiences, EEL gave students at-home learning kits to ensure hands-on experiences continued in their homes. EEL created a safe, convenient and easy distribution system for parents and students to pick up the pre-packaged kits and supplies from their zoned school.

As we navigated implementation in a virtual environment, *Academy STEM League* reevaluated the targeted population. The decision was made to open enrollment to 9th-12th grade students due COVID-19 impact on participation rates in after school activities across the division. Freshmen were invited to participate with the academy of interest while 10th-12th graders were invited to participate with their selected academy. Through a virtual platform, the schools used a synchronous approach to provide student learning experiences and remediation support. While all interested students may participate, targeted recruitment and program design are geared towards Freshmen and Sophomores.

The pandemic required a transition to virtual learning experiences. Therefore, all *Academy STEM League* PBL activities were retooled, including after school programs, Saturday enrichments, and academic remediation. The PBL experiences offered by each career academy at each high school during the 2020-2021 academic year, described in the following tables, were designed to keep students engaged in relevant learning that connects with classroom instruction. Each PBL began with a broad scenario that included an essential question concerning an issue aligned with the academy. Based on the driving question, which the students identified, *Academy STEM League* participants solved a problem, recommended a solution, and or provided a report on a community need or challenge.

The 2020-21 *Academy STEM League* implementation activities are described in Question 4 of this report.

Hampton City Schools - Academy STEM League 2020-2021 Success Examples

Bethel High School

The Governor's Health Science Academy League students spoke with the 2 doctors in emerging medical treatment fields about holistic approaches and the uses of cannabis in treatment of terminal diseases and the options available. The students were exposed to alternative medicines as they took a deeper dive into non-traditional treatment methods. They also learned about many educational and career opportunities in the medical community.

Crystal Stokes, Coordinator of the Gentlemen in White Coats (GIWC), introduced the Academy STEM League students to Soft Skills workshops facilitated by the GIWC. These gentlemen are current students and alumni who offer support and guidance to young men interested in becoming a Pharmacist. The gentlemen were so impressed by male students that were expressing an interest in the medical field that they offered two $600 scholarships to Governor's Health Science Academy's male students who wish to pursue a degree in the medical field .https://www.hampton.k12.va.us/news/june2021/HUpharmacy.html

Hampton High School

- Academy of Technology and Engineering and the Maritime Academy students met with a proud Hampton High Alumni, Tynes Hampton. As a recording engineer in Northern VA, he shared his knowledge and experiences in the industry and insights to the equipment needed to have an effective studio.
- Academy of Health, Human, and Financial Services students hosted in-person celebratory events at the end of the program. In preparation for these events they created vision boards highlighting their goals and aspirations and shared their experiences with stakeholders.

Kecoughtan High School

The Academy of Entrepreneurship & Information Design students, led by Ms. Cynthia Winter, explored what some of our local high schools were named for and discovered some very interesting facts about

each schools' history! Following their research and discussion, they met with the Vice President of Marketing for "The Washington Football Team" who also agreed to hear their final presentation!

Phoebus High School

- Students in the Academy of Cybersecurity, Engineering, and Robotics created a prototype of a tiny home with blueprint plans of a smart house that would conserve energy and reduce carbon footprints.
- Bringing people back together in a world of Covid-19 was the goal of the students in the academy of Hospitality and Tourism when they created their original, musical production.
- The Academy of Digital Video and Production students tackled a social justice project that showcased the feelings and emotions of stories and news-worthy events that they turned into a video montage.

Academy League Holiday Challenge Series (new experience in 2022-2021)

In addition to the regular academic year programming, EEL developed a new strategy to recruit and engage students in continued learning experiences over winter break. Bethel High School (BHS) EEL Coordinator, Miya Sumpter, coordinated the challenge series and recruited BHS teachers as faculty support for each student team participating in the division-wide *Academy League Holiday Challenge* Series. The *Academy League Challenge* used the game-based learning platform, Kahoot, to make learning fun.

The 275 students registered for Academy STEM Academy were invited to participate in this virtual program offered over winter break. Using a web platform, students participated in Kahoot challenges designed to boost engagement by gamifying the designated topics; and, create an interactive, social learning environment. Students were divided into three teams. Each student team had the same four career challenges and completion dates.

- Career Clusters Kahoot Challenge
- Interview Basics Kahoot Challenge
- Teamwork Kahoot Challenge
- Virtual Career Vision Board using Canvas

The 2020-21 *Holiday Challenge* implementation activities are described in Question 4 of this report.

Academic Remediation

The extended learning program supplements existing divisional funded remediation services by expanding academic recovery and remediation efforts to students in grades 9 through 12. *Academy League Remediation* strategies are designed to keep students academically on-track through class make-up and course credit recovery and to support student efforts in credit advancement or meeting industry certification requirements. While academic support is available to all students, services are directed towards students who failed the first semester or most recent quarter. In addition, students struggling with current term assignments are offered credit recovery support and provided the opportunity to receive help with making up missing assignments, quizzes, and tests.

Teachers in the core subjects of mathematics, language arts and reading, science, and social studies as well as electives and CTE courses offer academic support through afterschool time and Saturday instructional programming. While some teachers use their subject matter expertise to focus on specific subjects others focus on the core content areas. Based on student need for more opportunities to practice and respond to the work, students receive help through one-on-one and/or small groups (3-5 instruction. Using a hybrid approach, teachers provide remediation and recovery support to their students through in-person and virtual sessions.

IMPLEMENTATION: *Academic Remediation* (grant year 2020-2021) activities

Recognizing the pandemic and the shift to distance learning could derail students who were previously learning at grade level or be disastrous for students who were already behind, our academy teams addressed the immense challenge of helping students stay on track or catch up. Each high school's administrative leadership team designed a comprehensive virtual remediation program that goes beyond class remediation conducted on Fridays or during mid-day sessions and proposed strategies to expand and accelerate supports intended to ensure every student is doing grade appropriate work.

Each plan, which primarily addressed gaps between what a student knows and what they are expected to know, offered remedial support to students who need help with current assignments, semester recovery, and course recovery. The plans also outline responsibility for overseeing the work; coordinating student contact, recovery schedules, monitoring documentation, and monitoring instruction via checking in on sessions; and engaging students, monitoring progress, and recording student outcome.

While the division's graduation specialists provide intentional and targeted support to help off track seniors become high school graduates, each high school's in-school and extended learning plan focuses on offering additional remediation support to identified 9-11th grade students for both their core subjects and elective courses such as CTE and foreign language. The plans describe creative and well-supported strategies to support intervention and remediation for struggling students in academic core subject areas

While EEL offered support for credit advancement, the focus was on helping students stay on track in current subjects and recover grading period and semester credits. To that end, Tier 1 students received support with make-up-work for the current grading period: test, exam, assignment recovery, certification exam or retake; Tier 2 students received support for semester and grading period; and Tier 3 students received support with course recovery, SOL remediation, advanced credit to graduate, and industry certification remediation. Reaching students required teachers use a hybrid approach, which included both in-person and virtual instruction to work with students one-on-one and in small learning groups. Teachers used both synchronous and asynchronous modalities to provide academic recovery support during after school and Saturday sessions.

- Bethel High School helped students pass and recover Career and Technical Education (CTE) course credits during the academic year. By focusing recovery efforts on CTE, the extended

learning program demonstrated the importance of passing these courses in addition to core subjects.

- Hampton High School provided academic support for core and CTE courses during the academic year.
- Kecoughtan High Schools provided academic support for core and CTE courses
- Phoebus High School provided academic support for core and CTE courses

The 2020-21 *Remediation* implementation activities are provided in Question 4 of this report

Hampton City Schools - REMEDIATION 2020-2021 Success Example

Hampton High School

- WAVY-TV 10 (local NBC affiliate) celebrated local teachers who went above and beyond for their students and communities during the coronavirus pandemic. Sierra Ware, teacher and remediation and credit recovery coordinator for Hampton High School, received the *Excellent Educators* awards. Ms. Ware created Google Sites that host work from core and elective courses for each specific grading period. By creating one central location for work, she helped streamline the grade recovery process and ensured that students continue to grow academically as they stay on track for graduation.https://www.wavy.com/excellent-educators/excellent-educators-sierria-ware/
- A senior in the Class of 2021 had fallen behind in her class due to becoming a mother. In addition to being able to work with remediation teachers on weekends and after-school, Hampton faculty was committed to providing the additional support she needed to be able to access the remedial instruction. Arrangements were made to enable her to safely bring her child to the building so that she could receive the instructional support she needed to recover the required credits. The extended remediation program allowed her to complete assignments and recover credits, more importantly, the support helped her graduate on time!

Kecoughtan High School

An eleventh grader, in jeopardy pf not graduating because of several unfortunate life events over the past 18 months, took advantage of all EEL remediation programs. In a very intentional effort to meet his graduation requirements, he attended after school EEL remediation and the 2021 Summer Business Institute's (SBI) remediation program. He was able to complete 2 courses after school and Eng. 11A & B in SBI. He will start the new school year classified as a senior!

Phoebus High School

A senior in the Class of 2021 was at-risk of not graduating on-time and walking across the stage with her classmates. Although she started the 2020-2021 academic year with 8.5 credits, she was determined to do whatever it took to get back on track. She worked with remediation instructors everyday after school and on weekends to catch up on coursework and recover credits. Although she did not graduate in June 2021, she did graduate in August 2021!

Additionally, the remediation program also gave hope and inspiration to a Cohort 2022 student classified as a freshmen with less than 10 course credits. After diligently working with her teachers after school and Saturdays, she is now on-track to graduate with her class June 2022

My Future, My Journey Career Fair

Freshman Academy offers every ninth grader the opportunity to explore careers and choose their Academy for 10th – 12th grade. ***My Future, My Journey Career Fair*** activities and experiences are directly aligned with the exploration and self-discovery experiences in the *Success 101 c*ourse that all ninth graders attend.

The annual career fair, held in October, showcases employers and industries aligned with Virginia's 16 career clusters and career pathways. Through interactive exhibits and conversations with local industry leaders and employers, students learn about a variety of career opportunities and the education and skills needed to acquire specific jobs. In addition, students have direct access to employers who can help them further investigate careers that interest them and develop a greater understanding of the best course of study to advance their career goals. The ultimate goal is to help students not only explore and investigate careers that align with their career aspirations but they also discover new possibilities.

IMPLEMENTATION: *My Future, My Journey Career Exploration Fair* (grant year 2020-2021) activities

This year's event looked quite different, the Academies of Hampton offered Hampton's first-ever VIRTUAL Career Exploration Fair. In previous years, freshmen participated in an onsite event that exposed them to local industry leaders and employers and provided hands-on access to interactive demonstrations. When the in-person event at the Hampton Convention Center was cancelled due to the ongoing pandemic, the event was reimagined and redesigned. Instead of the traditional one day event, the Virtual Career Expo provided a multi-week (October 16 - November 5, 2020) virtual college and career exploration event for over 1,600 freshmen and their families. With information about the 16 career clusters and access to various tools that allowed them to explore career options within each career cluster, the virtual platform provided a "one-stop" resource for students and families.

To make this event exciting and inspirational, we worked with businesses from around the Hampton Roads area and beyond to create videos highlighting businesses and employer insights into their businesses and organizations. The videos became the genesis of a permanent on-line library, which provides 24/7 access to career exploration activities for our students and their families as they seek to learn more about various careers and the educational and training journey required to achieve successful employment in the career pathway.

The 2020-21 *My Future, My Journey Career Exploration Fair* implementation activities are described in Question 4 of this report.

Hampton City Schools - Career Expo 2020-2021 Success Examples
In the past the college and career fair was limited to freshmen and the parents who could attend during the school day. The virtual career expo offered students anytime/anywhere learning to explore careers that may interest them or that may spark ideas of other college and career options, discover career pathways, connect with local employers, and access information on successful businesses in the global economy. The multi-week virtual career exploration also provided parents greater engagement opportunities to explore careers with their child. Unlike in person events, the website continues to be accessible and therefore remains an important instructional tool for teachers and a resource for freshmen, upperclassmen, and their families. https://sites.google.com/hampton.k12.va.us/myfuturemyjourney/home.

Commitment to Graduate

Commitment to Graduate (C2G) is a running theme throughout Freshman Academy and ninth grade extended enrichment learning experiences. From the time our freshmen walk into the high school building they are greeted with messages about the importance of graduating. They are surrounded by visual cues and symbolic messages that remind them to focus on their future. In Freshman Academy teachers embed a variety of specific and targeted learning experiences focused on the importance of earning a diploma that prepares students for postsecondary success. Students are also provided a continuum of extended learning and enrichment experiences, ranging from the career expo to college tours and workplace site visits to employer-driven challenges, that allow them to explore, investigate, and experience work-based learning aligned with their interests.

As part of the division and building-level efforts to promote C2G, the Academies of Hampton hosts the annual Commitment to Graduate Ceremony at the Hampton Coliseum. This division-wide C2G event that brings all freshmen together in one space at the same time, this is the only time in their K-12 career this happens. The aim of this fun and engaging event is to inspire students to consider the benefits of graduation and to be very intentional in their efforts to stay on track to graduate and always focus on preparing themselves for what's next. All freshmen and their families are invited to attend this special event.

IMPLEMENTATION: *Commitment to Graduate Ceremony* (grant year 2020-2021) activities

Hampton City Schools held the fourth annual *Commitment to Graduate Ceremony* for the four high schools' 1,621 freshmen in virtual format in March 2021. In addition to the Class of 2024, a separate event was held for the 1,631 students in the Class of 2023, whose celebratory event was cancelled in March 2020 due to the pandemic. This year's virtual *Commitment to Graduate Ceremony* had the same focus as past, in person events, and a personal commitment to ongoing education and success. The speaker, Dr. Adolph Brown, III provided a thought provoking, yet entertaining, "get real" talk that promoted a college- and career-ready future, conveyed the importance of graduation, education, and life-long learning, and instilled an individual commitment to graduate from every student. Dr. Brown challenged students to dream big, take their lives in bold directions, envision greatness in themselves, and seize every opportunity that they can to achieve it.

The 2020-21 *Commitment to Graduate Ceremony* implementation activities are described in Question 4 of this report.

Hampton City Schools - Commitment to Graduate 2020-2021 Success Examples
In its fourth year, Commitment to Graduate has become both a tradition and a memorable milestone in our students' journey to graduation. During the two virtual events
Although the two events were totally virtual for the 1,621 freshmen in the Class of 2024 and the 1,631 sophomores in the Class of 2023, there was tremendous participation and overwhelming positive feedback. The inspiring and motivating Dr. Adolph Brown, III captured everyone's attention as he intertwined his personal story from growing up in the projects to graduating from the College of William and Mary to Clinical Psychologist and Social Justice Advocate
Dr. Brown gave students many takeaways and profound challenges as he reminded students that the decisions they make today will affect them in the future. He told them to wake up every morning and live everyday committed to being prepared, being on time, being responsible, being respectful, and BELIEVING in yourself. As he talked about the peer groups they choose to spend time with and invest in he shared this advice, "If you are the smartest one in your group, you need to find a new group." He challenged students, teachers, and faculty to "Show Up, Cheer Up, Stay Up, Sign Up, and Listen Up" every day.

The immediate feedback during the event, and afterwards, was positive from students, parents, teachers, faculty, and community partners. Hundreds of comments and questions in the chat illustrated enthusiastic responses to the messaging, with many students wanting to hear more. After sharing a personal story and desire for support, Dr. Brown made arrangements to provide one-on-one contact, which precipitated an overwhelming demand for the same from other students. Teachers and faculty shared this was one of the best speakers and messages they had ever heard and wanted more opportunities for sharing with other teachers and students.

Summer STEM Camp

Summer STEM introduces the fundamental teachings of career and industry exploration from the classroom to the out-of-school time as a young person transitions from their Freshman Academy to their desired and upcoming college and career academy in September. *Summer STEM Camp* allows students the opportunity to continue to sample academy experiences via engaging hands-on, micro-exploratory camp experiences driven by academy partners, teachers, and current academy students. In addition to the industry and career exploration experiences, students participated in a mini session on mindfulness; the curriculum was developed by Alternatives, Inc, a community partner.

Students take a deeper dive into core career clusters: Business and Technology, Engineering and Technology, Health and Human Services, and Public Safety. The three-week summer camp lets students explore a different career cluster each week while also exploring the career academies and pathways and participating in career-focused activities designed by business partners. Students attending more than one weekly camp select a different career cluster topic each week.

IMPLEMENTATION: *Summer STEM Camp* 2020 (grant year 2020-2021) activities

The Summer STEM Camp design was an outgrowth from the 2019 *Summer Career Institute* (SCI) for rising sophomores. There was a universal agreement in the post-implementation feedback from students, employers, teachers, and community partners that: rising sophomores do not have the prerequisite knowledge and skills to address the types of authentic business-designed challenges presented to students to solve. Employers believed rising sophomores, who likely had no industry-specific experience, or at most, only an introduction course in their selected academy, did not have the knowledge or skills to effectively take on a real-world business challenge.

With this feedback, the summer 2020 career exploration experiences were redesigned to immerse students in the four core career clusters: Public Service, Engineering and Technology, Business Information Technology, and Health Sciences. The planned format for the three week (12 days/60 hours) camp allowed students to rotate through four, 3-day micro exploratory modules that introduced concepts and technical content of each of the career clusters.

With schools closed due to COVID-19 and students unable to attend on-site programs, staff redesigned the *Summer STEM Career Camp (2020)* to a virtual format. Each high school led one of the four core career-cluster modules (identified below) offered during each camp session.

Hampton City Schools - Division-wide Summer STEM Camp 2021		
Career Cluster/Module	**Driving/Essential Question**	**Student Experiences**
Public Safety *Invigorating Investigators- Using Science to Solve Crimes*	What role does Forensic Science play in law and public safety careers?	Students examined forensic science, fingerprinting, what they tell us, and how evidence is used to solve crimes.
Health Science *Blood is Life Limb Body in Motion*	How does health sciences impact quality of life?	Students examined the role of the circulatory system and components of blood, physical therapy and the impact on the range of motion, use of Therabands in therapy, and incorporating mindfulness into daily life.
Business/Information Technology *Eat the Street Food Truck Race*	What is involved in creating a successful community food truck business?	Students did a food truck gallery walk, which included creating (1) "business" name, design, slogan, and logo, (2) a food truck menu, and, (3) food truck shark tank presentation.
Engineering & Technology *Great Designs: Bridges, Circuits and Catapult*	What are the key concepts to applying engineering principles?	Students explored (1) bridge design concepts and weight limits, (2) concepts, physics, and design behind catapults and trebuchets, (3) electricity and basic circuits

- Bethel High School facilitated the Public Services career cluster. *Invigorating Investigators- Using Science to Solve Crimes,* the driving question for this module, was "what role does Forensic Science play in law and public safety careers?" Students examined forensic science, fingerprinting, what they tell us, and how evidence is used to solve crimes.

- Hampton High School facilitated the Health Sciences career cluster. *Blood is Life Limb Body in Motion,* the driving question for this module was "how does health sciences impact quality of life?" Students examined the role of the circulatory system and components of blood, physical therapy and the impact on the range of motion, use of Therabands in therapy, and incorporating mindfulness into daily life. New Horizons Regional Education Center, a secondary education partner, developed the physical therapy curriculum.

- Kecoughtan High School led the Business/Information Technology career cluster. *Eat the Street Food Truck Race*, the driving question for this module, "what is involved in creating a successful community food truck business?" Students did a food truck gallery walk, which included creating (1) "business" name, design, slogan, and logo, (2) a food truck menu, and, (3) food truck shark tank presentation.

- Phoebus High School led the Engineering & Technology career cluster. *Great Designs: Bridges, Circuits and Catapults,* the driving question for this module, was "what are the key concepts to applying engineering principles?" Students explored (1) bridge design concepts and weight limits, (2) concepts, physics, and design behind catapults and trebuchets, (3) electricity and basic circuits.

The 2020 *Summer STEM Camp* implementation activities are described in Question 4 of this report.

Preparation: Summer STEM Camp 2021 (grant year 2021-2022) activities

Summer STEM Camp will again offer experiences designed to immerse students in career and academic explorative STEM projects that help them transition into their selected career-themed academy. Rising high school freshmen and sophomores were invited to participate in a three-week virtual STEM camp to explore career and academic opportunities in four career clusters of the Academies of Hampton model: Business/Information Technology, Engineering and Technology, Health Sciences, and Public Safety (cluster activities are the same as summer 2020). The camps are designed to create a greater career awareness while introducing concepts and technical content of the four career cluster pathways. Based on stakeholder feedback from Summer STEM Camp 2020 and the continuing response to the pandemic, the program will once again be offered virtually and give students the opportunity to explore, experience, and prepare for their future careers from the comfort and safety of their homes.

Planning for the *2021 Summer STEM Camp* was completed during the 2020-2021 grant year. The camp kicked off in June 2021, however, it did not wrap-up until July 2021, which is the 2021-2022 grant year. Although the full report is not due until the mid-year report in January 2022, preliminary information shows a total of 130 students of the 183 registered students participated and they filled 531 of the 600 available seats. The full report, which will include enrollment and engagement data; outcome data (pre/post measures, learning outcomes, stakeholder feedback and evaluation information); business partner engagement; program/activity success and challenges; planned changes for 2022; and, celebration quotes, pictures, media recognition will be included in the 2021-2022 mid-year report.

Hampton City Schools - *Summer STEM Camp* 2020 Success Examples
Based on strong, and very positive stakeholder feedback, including teachers, students, parents and business partners, all *Summer STEM Camp* experiences will be replicated in 2021 camps. All speakers and community partners enthusiastically re-engaged in planning/implementing the 2021 program and offered assistance to help recruit and/or on-board new partners.

2021 Summer Business Institute

Summer Business Institute is an authentic, real-world business challenge where students through teamwork, collaboration, research and on-site visits design and develop a solution to address a specific business challenge. Students create a product and then present it to the business partner(s). Each challenge based learning experience is correlated to the academic and technical curriculum of its related career Academy and demonstrates the integration of academic, technical and research skills in creative and critical thinking, problem-solving, collaboration, and communication in career exploration. In addition, the Summer Business Institute allows student teams to work directly with an assigned employer or industry partner to learn more about their industry's business processes and apply academy skills to tackle and complete real-world, industry-specific challenges.

Implementation: *Summer Business Institute* 2020 (grant year 2020-2021) activities

Due to COVID-19 and the restrictions regarding on-site activities it was determined that offering the *Summer Business Institute* could not be redesigned and offered in a virtual format without significantly compromising the integrity of the design and impacting the integrity of the experience. In the spring of 2020, many employers were facing too many unknowns, not the least of which was the uncertainty of being open for business in the summer, and unable to commit to a leadership role with *Summer Business Institute*. Initially plans were developed to offer this program as a Fall experience, however, in September

a return date to in person learning was still unknown. With employers unable to safely bring students onto worksites and lacking the time to commit to redesigning the learning experiences, we made the difficult decision to cancel the program and replace it with an alternative learning option that could be virtually offered. While companies had to cancel the institute they were steadfast in their commitment to helping students move forward in their career exploration and learning experiences through a division-wide BizTalk series in the fall.

Prior to cancelling the 2020 *Summer Business Institute* our business partners collaborated with academy faculty to create robust and engaging challenges that required our juniors and seniors to apply their learning to real-world situations in order to gain deeper subject knowledge and develop the important technical and 21st century skills necessary for success in college, career, and life. Although these institutes were not offered due to the pandemic, the commitment of time, energy and resources business partners invested in creating relevant industry-related challenges for students is noteworthy. The January 2021 mid-year report included a detailed description of the employer-driven challenges and the sponsoring/supporting partner.

PREPARATION: Summer Business Institute (grant year 2021-2022) activities

The 2021 Summer Business Institute will be offered to rising juniors and seniors. From July 9 - August 5, 2021, students will be engaged in a challenge based learning experience that is aligned with the career academy in which they were enrolled in during their 10th grade year. Over four weeks (22 hours each week) students will work with their assigned employer or industry partner to address an authentic industry-specific challenge. The planned challenges include:

Hampton City Schools - 2021 Summer Business Institute July 9 - August 5, 2021		
Academy	**Challenge**	**Business Partners**
Bethel High School		
Governor's Health Science Academy	**"Vaccination Nation"** How can millennials (23-38) be informed and empowered regarding the facts of COVID-19 vaccination in order to ease their fears?	Professional technical Learning Center, LLC
Law and Public Safety	**"Crime Files"** Explore community resources and "Best Practices" to propose the most effective approach for educating citizens about the recent rise in vehicle thefts and how to protect their property from potential crime.	Hampton Police Department
Transportation, Analytics, Information and Logistics	**"Drone Soar"** How can technology be utilized to evaluate potential locations for electric vehicle charging stations?	Virginia Dept of Transportation (VDOT)
Media Arts and Sciences	**"MAD about Business"** How can media be utilized to spotlight opportunities available to young entrepreneurs in Hampton Roads?	City of Hampton Economic Development

Hampton High School		
Technology and Engineering	"**Breathe Easy"** Engineer a prototype that transforms a manual resuscitator into a functional low cost ventilator.	ECPI Spectrum
Health, Human and Financial Services	**"On My Own, Earning My Way"** Design a recruitment and employment model for Versability targeting Hampton City School students (18-21 years old) with disabilities.	Versability
Maritime	**"Shore to Sail"** Upon learning basic water safety and sail boat skills and techniques, Maritime students will propose a Youth Sailing Cadet program.	Youth Sailing
Kecoughtan High School		
Architecture, Environment and Engineering	**"Drone Soar"** How can technology be used to evaluate potential locations for electric vehicle charging stations	Virginia Department of Transportation (VDOT)
Teaching, Education & Learning	**"The Little Genius"** Design exciting and creative science activities into the pre-K "Creative Curriculum"	Downtown Hampton Child Development Center (DHCDC)
Entrepreneurship and Information Design	**"Collaborate to Make It"** Design an entrepreneur and innovation center, using a co-working hub concept, to stimulate small business opportunities for young adults.	Gather, Inc
On-Stage Performing Arts	**"Behind the Scenes"** Create an adaptive performance and puppetry design for the story *Jack and the Beanstalk.*	Rainbow Puppets
Phoebus High School		
Cybersecurity, Engineering & Robotics	"**Breathe Easy"** Engineer a prototype that transforms a manual resuscitator into a functional low cost ventilator.	ECPI Spectrum
Hospitality and Tourism	**"Turn up the Heat"** Create a social media campaign that effectively promotes a new, creative bakery item.	Sinful Treats
Academy of Digital Video Production	**"A Brand New Song"** Create and showcase a media advertisement approach that uncovers the magic behind a successful business in today's environment.	SKY-4 TV
Students may only participate in the challenge for their 2021-2022 selected Academy.		

With a summer 2021 implementation, which is the 2021-2022 grant year, information on the 2021 Summer Business Institutes will be shared in the January 2022 mid-year report. Enrollment and engagement data; outcome data (pre/post measures, learning outcomes, stakeholder feedback and evaluation information); business partner engagement; program/activity success and challenges; planned changes for 2022; and, celebration quotes, pictures, media recognition will be included in the January 2022 mid-year report.

BizTalk 2020-2021

This academic year program creates 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 to success and experiences in their career field. Students meet with business people about their personal journey, career path, and the impact of technology. Speakers 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 appeal to different groups of students based on their personal goals and career interests, therefore, *BizTalk* is open to all students, regardless of their academy and pathway. The hybrid learning model, which includes in-person and virtual platforms, allows us to offer synchronous programs that run in real time, with students and guest speakers attending together from different locations. Sessions are recorded so that students from across the division and their families may access informational materials at their convenience.

IMPLEMENTATION: *BizTalk* 2020-21 (grant year 2020-2021) activities

With classrooms going 100% for most of the 2020-2021 academic year, teachers moved beyond the four walls of their classrooms as they engaged industry professionals to engage, motivate, and inspire students. With the goal of bringing real-world context to their lessons, teachers engaged speakers in virtual chats with their academy students.

While it was impossible to visit a business during the last year, our academies shared interactive presentations and conversations with professionals from all over the world and took students on virtual tours of companies near and far, all which brought real-world relevance and career exposure to all students. While events were sponsored by different academies, many were open to all students, regardless of their academy and pathway.

Academy teachers offered virtual BizTalk opportunities to their students as part of their lessons and as extended learning experiences. Teachers recruited professionals and employers , representing the 17 VDOE career clusters (see below) to bring relevance to classroom topics while also helping prepare students for college and career. Additionally, speakers introduced students to their workspaces and the tools of their trade through virtual tours.

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Energy
Finance
Government & Public Administration
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
STEM
Transportation, Distribution &

The following is a sampling of career exploration experiences that one school offered students. Teachers and students collaborated in their ideas of speakers, both letting their imagination and interests guide them, with the result being more robust learning during the pandemic. While these virtual experiences were sponsored by different academies at Bethel High School, they capture the depth and breadth of experiences provided and the far reaching opportunities made available when you remove the barriers that brick and mortar creates. Additionally, the live telecasts were recorded and archived for future use by teachers, students, and their families.

Bethel High School BizTalks	
Company	**Description**
The GoodDog Yorktown representative	Entrepreneurship: starting and running a new business.
Nassir Criss Financial Equity Fund	Professional journey/personal story. What is financial equity and how to get it?
Honorable Kathleen Robichaud, Rensselaer City Court Justice	Professional journey/personal story: from environmental engineer expert to judge.
Sue Whitman, Medium Film (Michigan)	Professional journey/personal story: from attorney to producer of commercials, film, and TV. She also shared her experiences with the stars and how she got started in entertainment.
Cynthia Bond, author: Ruby (California)	Professional journey/personal story: her struggle to become a writer. Her debut novel, Ruby was on the New York Times Bestseller list and was selected for Oprah's Book Club.
Neonatal Nurse, Pediatrix Medical Group (Nashville TN)	Emergency Neonatal Nursing: career opportunities, academic prerequisites, and the day in the life of a neonatal nurse.
Sentara Healthcare and its medical partners	● Heart Simulation Tour - Demonstration on how the heart works and use of ultrasound in cardiac care. ● Surgical tech programs and a virtual tour of the campus - Virtual tour included interactive presentations re: surgical procedures and tools ● Ultrasound tech career -introduction to job requirements and expectations and a virtual tour of the ultrasound lab.
U.S. Navy Recruiter	Technology careers
Computer scientist, Canon Virginia	Professional journey/personal story: described his job and the path to becoming a computer scientist
Marketing and Liaison Manager, Virginia Oncology Associates	Professional journey/personal story: described her job and the path she took to get there.
Autumn Collins, Anchor WVNS-TV / CBS & FOX (Georgia)	Professional journey/personal story: described her job and how she became an anchor
Virginia Department of Transportation	Hampton Roads Tunnel Project and the role of GIS in early designs.

Shannon Bednarova Orthopedic and Spine Center	Website Design and Customer Blog: speaker showed students how to design and update a website that must incorporate HIPPA considerations in design and utilization. Students explored the site and blog from the customer's perspective.
Alyssa Congdon, Esq Criminal Law	Ethics and the law: as a criminal defense attorney the speaker addressed how ethics are applied to the field of criminal law.
Daily Press/ Virginia Pilot-Sports Writer Larry Ramba	Professional journey/personal story: from former track athlete at Ohio University to sports reporter, so he could tell other athletes' stories.
Morgan Saunders, NetFlix Producer: Love is Blind	Professional journey/personal story: becoming an execution production manager. Presentation also included experiences on a television/movie set and travels as a producer.

In addition, EEL sponsored the Fall 2020 "*BizTalk*" series. Each two-session series focused on "Technology and Innovation" and featured one of the 16 partnering businesses. fSpeakers shared their knowledge and experiences as they discussed the impact of current and future technology and innovation on their industry and work environment, specifically the impact on the Business Culture (physical space, communication and collaboration, virtual platforms, and work/life balance) and the Future of Work "hybrid skills" (technical, personal and technology skills). Each presentation was recorded and archived as a student and family resource.

The 2020-2021 *BizTalk Fall Series* implementation activities are described in Question 4 of this report.

Hampton City Schools - BizTalks 2020-2021 Success Examples

Students attending the *The Solutions Group* presentation found it to be inspirational, with 100% sharing that they would recommend this session to a friend. One student wrote in the post-event survey: "Yes I would recommend this session to everyone. It was really inspirational on so many levels. The speaker explained everything in depth and when people asked questions he answered them so descriptively. This was a zoom meeting that I enjoyed a lot. My aunt overheard the zoom meeting and she was so in tune with it. She felt inspired by it and as he was naming books (I asked him what more books that he suggested) she started to write them down and said that she would read them for herself. Overall, it was a wonderful session."

Multiple students shared positive feedback in their *Student Survey* for the *Chick-Fil-A* sessions. Responses included: "I would recommend this business to a friend because, from what I know from the presentation, Chick-Fil-A offers positive work environments that allow personal and professional growth"; "Yes because he gave key information on how to run a business"; and, "Yes because his background story and life story is inspiring."

There was an overwhelmingly positive response to all the sessions from students who participated, with 100% of students stating they would not make any changes to the business sessions.

Career Contender

Career Contenders blends classroom instruction, real-world experience, leadership development, and career-based learning through peer-to-peer competition. Students apply academic and technical skills and knowledge to address workplace situations through individual and team competitions sponsored by a business or CTE organizations. The local, regional, statewide, and national competitions give students a platform to showcase their academic and technical skills while increasing work-based skills, competencies, and personal confidence.

IMPLEMENTATION: *Career Contenders* 2020-21 (grant year 2021-2022) activities

Career Contenders offers additional learning opportunities for students to demonstrate their skill sets. Students work alongside business and industry partners in relevant challenges and student competitions sponsored by businesses, trade associations, and student organizations. With most competitions using virtual platforms, or being postponed or cancelled due to the pandemic, EEL surveyed CTE teachers to explore how to proceed with *Career Contenders.* As they work to create a better virtual environment for our students, CTE teachers reported using their instructional time to integrate CTE Student Organization competitions within the curriculum to a greater degree. Teachers shifted in-class projects to activities students can do at home. EEL continues to work directly with teachers to strengthen student experiences and CTE related competitions.

Hampton City Schools - *Career Contenders* 2020-2021 Success Examples
CTE competitions have been used by Academy teachers to drive class projects and spark curiosity and creativity among students. Students collaborated with one another to create projects, competed in competitions as a team, and supported each other as they chose to compete in individual competitions. These competitions helped students demonstrate their talents and accurately measure their ability to apply skills to authentic, real-world challenges.
Although Career Contenders as an extended learning program, was paused during the 2020-2021 academic year, our students continued to show resilience in keeping up with their studies and skills practice.
JaVaughn Davis, a senior at Kecoughtan, was selected as an Outstanding Performance winner of the Hamilton Education Program Online competition. His submission, *Sam Adams Rap*, was completed as a capstone project for the performance pathway of the On Stage Performing Arts Academy and was one of three videos selected for submission into the national competition. (NOTE: competition is designed to help students see the relevance of the Founding Era by using primary sources to create a performance piece (e.g. rap, poem, dramatic scene), following the model used by Lin-Manuel Mirance to create the musical *Hamilton.)* http://www.hampton.k12.va.us/news/june2021/jdavis.html
Arianna Creasman, an 11th grade student at Bethel, was selected as the local winner of the Young Artists art contest sponsored through Sister Cities of Hampton. Her piece is titled, *Sunflower Skies* and it reflects her interpretation of Young Artists and Authors Showcase theme, "United in Hope." As she shared, she was "Inspired by communication during the pandemic, I took a spin on video calls. Many different people were affected, but despite hardships, joy from loved ones inspired us to keep going. Handing sunflowers to each other despite a barrier symbolizes hope exchanged." Her winning entry has been submitted to Sister Cities International for the national competition. http://www.hampton.k12.va.us/news/may2021/acreasman.html
The Kecoughtan High School Chapter of Future Business Leaders of America participated in the virtual 2021 Colonial Regional Competition. Three students placed in their event: William Dunn - 1st place in Political Science; Jayla Foreman - 2nd place in Business Communications; and Zakiyah George - 2nd place in Organizational Leadership. In addition, James Barnes participated in Cybersecurity and Seymone Wells participated in Personal Finance. This year all members competing in regional competitions are eligible to compete in the Virginia FBLA State Leadership competition.
http://www.hampton.k12.va.us/news/2021March/khsFBLA.htm

Career Contenders Extreme

Career Contenders Extreme applies the academy learning model in a student-driven, teacher-facilitated, and business-partner supported challenge that deepens student knowledge and understanding, builds

complex skill sets, and engages students in projects that allow to dream big, go outside their comfort zone, and accomplish things they did not think possible.

With the goal of preparing students for the globally competitive workforce of the 21st century, *Career Contenders Extreme* engages students in a challenge that provides the opportunity for students to engage in current events and experiences that resonate with and impact our local and regional community. In order to create a cutting-edge and real-time experience that excites students and helps them achieve extraordinary results, Hampton has partnered with the Flying Classroom to create experiences that dramatically increases the relevancy of the content and conceptual understandings of students. Flying Classroom is internationally known for bringing an integrative STEM+ supplemental curriculum that builds student knowledge about the STEM+ content through integrative academic activities that focus on math, science, literacy, social studies, and other subjects.

CEO Captain Barrington Irving, *Flying Classroom,* co-led the visioning and framing sessions and played an integral role in creating Hampton's first extreme challenge. The challenge, which brings together students and teachers from all four high schools and intersects academies and pathways, will help students to understand the *why* and the how of the content they are learning through application in a real-world, real-time learning experience that is driven by student interest and community needs.

Hampton City Schools' students will be challenged to redesign a houseboat into a working flexible STEM+ Learning Lab. This will be the first challenge of its kind in the world and will be named **The FLOATING Classroom**. Students from many academies and pathway programs will have a role in this challenge. From The Academy of Cybersecurity, Engineering, and Robotics, to The Academy of Law and Public Safety; The Academy of Technology and Engineering to The Academy of Architecture, Environment, and Engineering, each academy and pathway will have the opportunity to not only align curriculum to this project, but also provide real hands-on experiences for our 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 Floating Classroom project offers multiple benefits to students and the larger community. Students will not only help to build the classroom, but will have a permanent platform to do ongoing research that will align with our coastal resiliency and environmental protection strategic priorities.
Mary Bunting, Hampton City Manager, 2020

IMPLEMENTATION*: Career Contenders Extreme* (grant year 2021-2022) activities.

Floating Classroom - **Need Jan - June update** was set to launch just as the pandemic forced schools to move from in-person to virtual platforms. Moving to a virtual environment impacted both program design and implementation timeline for the kickoff for student engagement and teacher explorations, both scheduled for last summer. When it became evident that students would not be returning in the fall, our team took a few steps back and some time to think creatively through how to best maintain learner-centered approaches as we moved from face-to-face to online interactive learning environments that support our students' understanding of complex domains. Academy teams and Capt Irving have worked together to transform a program that relied heavily on in person experiences to a functional online learning environment that helps all students develop problem-solving skills and creativity.

The redesign has resulted in a more focused approach with two academies at Kecoughtan High School: Academy of Entrepreneurship and Information Design's Entrepreneurship and Marketing pathway, and the Governor's STEM Academy of Architecture, Environment, and Engineering's Environmental Studies pathway. On Thursday, December 10, 2020, Academy of Entrepreneurship and Information Design's Entrepreneurship and Marketing pathway students participated in the first official lunchtime work session with Captain Irving, during this synchronous session students shared their ideas, asked questions, and heard about next steps. The Governor's STEM Academy of Architecture, Environment, and Engineering's

Environmental Studies pathway students began their FLOATING Classroom experiences with the launch of the introductory session on January 25, 2021.
In an effort to expand participation and engagement, the developed modules have been integrated into the instructional curriculum across multiple academies at two high schools, Kecoughtan and Phoebus. In addition, at the Academies of Phoebus, we are currently going through weekly, "hands-on" learning opportunities aligned with our freshman seminar class and economics and personal finance to deepen students' financial literacy, with an ultimate goal to help us to secure a vessel for the Floating Classroom.

Internship/Apprenticeship Program

I*nternship/Apprenticeship Program* immerses students in workplaces and in paid and unpaid work experiences related to their career goals. The extended learning program prepares and empowers Hampton students with the foundation of career awareness, readiness, and access through training opportunities and paid internships.

The summer internship is coordinated in collaboration with the City of Hampton's Summer Youth Employment Program (SYEP). Hampton City Schools' recruitment targets academy students between the ages of 16 and 18 for the SYEP paid employment opportunities. Through a competitive application and hiring process that mirrors the job hiring process, students apply for 200-hours ($20 an hour for 10 weeks) paid internships between June and August. Students apply skills and knowledge learned in academy classes to workplace experiences while building career resume experience for college or employment. Selected students work in a variety of roles with government agencies, school departments, libraries, community organizations, local nonprofit organizations, and more. It is a true learning experience, with lessons about how to obtain a job, how to keep a job and how to become professional. In addition to specific job skills training provided by the employers, all students attend pre-placement training focused on basic soft skills, with an emphasis on punctuality, dressing professional, communication, problem solving and teamwork.

With each placement, students are assigned a Success Coach who is responsible for ensuring a smooth on and off boarding of students in their positions; and, managing programmatic activities throughout the summer, including offering close support, mentorship, and guidance to both participating students and their respective employers. Hampton City Schools and the city's Summer Youth Employment Coordinator with the Hampton Healthy Families department share responsibility for staffing the Success Coach positions and monitoring each site.

IMPLEMENTATION: *Internship/Apprenticeship* (grant year 2020-2021) activities

While COVID changed the landscape in 2020, the school division continued its partnership with the City of Hampton's Summer Youth Employment Program and with several academy partners who provided virtual, in-person, and hybrid summer work experiences.
COVID "dramatically" altered the number of opportunities. Prior to the pandemic local employers committed to hosting more than 80 students in jobs that spanned multiple industry sectors, including healthcare, hospitality and leisure, culinary, business and finance, and media technology and design. Interested students had begun their pre-employment preparations through EEL BizTalks. With the health safety concern of all stakeholders in mind regarding the COVID-19 virus, as well as the immediate and uncertain future impact of COVID on business operations, the ability to provide a safe and healthy workplace for employees and customers led many employers to withdraw their internship opportunities for 2020. Amid so much uncertainty in the business environment, some employers were hesitant to host work experiences, or had to cut back on what they intended to offer the following 20 businesses and nonprofit organizations were able to give 34 students opportunities to explore careers of interest and gain practical, real-world skills.

- Bluebird Gap Farm
- Buckroe Beach
- Community Knights
- Convenient Healthcare, VA
- Hampton Department of Social Services
- ETHOS
- Ft Monroe Community Center
- Ft Monroe Stewardship
- Hair 4 U
- Hampton Sheriff's Department
- Little England Cultural Center
- Luxur-Eyes Optometric Center
- Mekos Skatepark
- Newport News Sheriff's Department
- Orthopedic Spine Center
- Queens Crown Beauty Supply
- Sandy Bottom Nature Park
- Therapeutic Recreation
- The Upper Room Experience
- West Hampton Community Center

Throughout the summer internship, the EEL internship coach maintained regularly scheduled meetings with each student and employer. Student and employer meetings provided an opportunity for students to reflect on their experience and supported ongoing conversations between the employer and student to set professional goals designed to assist the student's growth. Employers also met with students to provide constructive feedback on performance and work skills. The academy coach provided employers and students the support they needed to make the summer internship experience a success.

With social distancing and stay at home requirements, implementing SYEP in 2020 required innovative strategies and approaches for more than employment opportunities. It also impacted how the Success Coach interacts with students and employers. In previous years the Success Coach made weekly visits to each job site to observe students on the job and conduct check-ins with students and employers to review activities, answer questions, and address challenges. ZOOM and phone calls replaced workplace visits. The virtual visits allowed more flexibility on routine "check in " appointments with students and employers and to do real-time check-ins with students needing more immediate support or to handle placement issues experienced by the student or employer. The hybrid model of check and connect visits (in person and virtual) allowed more time to support greater numbers of students and because they were more convenient and less intrusive, students were more receptive to the check in visits.
The 2020 *Summer Internship* implementation activities are described in Question 4 of this report.

PLANNING: *Internship/Apprenticeship* (grant year 2021-2022) activities

With a growing employer interest in placing students in experiences aligned with their career goals, EEL used lessons learned in 2020 to design innovative ways for high school students to access paid internships, unpaid experiences, and other career preparation activities. A silver lining to COVID: employers are more open to and comfortable with virtual jobs, which opens up a new world of possibilities and expands possible worksite locations locally and globally.
Additionally, after a year of employers redefining how they engage workers in safe in-person workplaces, EEL planned for 2021 summer internships for 80 academy students with paid employment.

Hampton City Schools division-wide 2021 Summer Internship Placement Opportunities			
Community Partners	**Placements**	**Community Partners**	**Placements**
Alternatives Inc	2	Hampton Roads Credit Union	1
BlueBird Gap Farm	2	Hampton Dept. of Human Services	3
Buckroe Beach	1	Hampton Roads Montessori School	3

ButtarCups	2	Hampton Sheriff's Office	3
Community Knights	2	J & F Alliance	1
Family Restoration Services	2	Marching Elites	3
Fort Monroe Community Center	1	Mekos Skate Park	3
Fort Monroe National Park	7	Northampton Community Center	1
Got Fish	2	North Phoebus Community Center	3
Hampton Convention Center	4	Queen Crown Hair Supply	4
Hampton Healthy Families	1	Smoothie Shop	4
Hampton Public Library	1	Sublime	3
Hampton Public Works - Admin	2	West Hampton Community Center	2
Hampton Public Works - Solid Waste	1	Y. H. Thomas Community Center	9
Hampton Roads Montessori School	3	YMCA	10

In preparation for a fully operational summer internship with the city of Hampton's Summer Youth Employment Program (SYEP), Academy teams encouraged students who will be at least 16 years of age by June 1, 2021 to apply for the summer work experiences. To ensure equitable opportunity for all students to apply for internships that align with their career interests, the Academy teams emailed all of their enrolled Academy students to let them know about the program and the application and hiring process. Through group and personalized attention, assistance was provided to help students with their application and to prepare for their interviews. To prepare for successful student recruitment and summer employment experiences, staff took prior stakeholder feedback and guidance to implement the following:

- Send early and frequent communication announcing the Summer Youth Employment Program (SYEP) and requirements to all HCS 10th-12th graders and their families.
- Use multiple platforms to inform and recruit students and their families: *Parent Square*, morning announcements, and students' emails.
- Conduct intensive 1-week pre employment training session that covered workplace readiness skills and mandatory sexual harassment and blood-borne pathogen training.
- Make placements based on student interests and aligned with their academy choice a priority.
- Plan both virtual and in-person check-in appointments with students and employers for the duration of throughout the 10 weeks.
- Sponsor at the end of the summer a celebration reception honoring business partners and their SYEP employees.

Due to outreach and targeted recruitment efforts, a greater number of applications were received compared to years past.

With a summer 2021 implementation, which is the 2021-2021 grant year, information on the 82 interns placed with the 30 community partners in the SYEP will be shared in the January 2022 mid-year report. In addition to the information provided below on partner commitment, enrollment and engagement data; outcome data (pre/post measures, learning outcomes, stakeholder feedback and evaluation information); business partner engagement; program/activity success and challenges; planned changes for 2022; and, celebration quotes, pictures, media recognition will be included in the January 2022 mid-year report.

Hampton City Schools - Internships 2020 Success Examples
A student, whose initial placement did not work out, was reassigned to a job at MEKOS Skate Park. The second placement began to falter because the employer thought the student lacked initiative and competency for the job. When the Success Coach intervened she discovered that it was due to a misalignment of interest and skills. As she worked with the student and employer, they found a natural alignment between a critical business need and the student's interest, skills, and talents. The student was a "genius" with the computer: he earned a solid "A" in advanced programming; completed a web design course; and held industry credentials. The company really needed help with their website and this young man had the skills they needed without even knowing it. They had assumed that he had no employment skills since nothing had been shared with the employer. The young man was connected with a NASA engineer who volunteered with MEKOS to help the non-profit in creating a new site and the two rebuilt their site together. At the conclusion of the summer, the young man stayed on at MEKOS to help keep the website up to date and the NASA Engineer became his mentor and continued to assist him with projects throughout the year.

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;

ACADEMY Key **-** academy acronyms			
Academy Name	***Academy Acronym***	***Academy Name***	***Academy Acronym***
Bethel High School		***Kecoughtan High School***	
Governor's Health Sciences Academy	*GHSA*	*Governor's STEM Academy of Architecture, Environment, and Engineering*	*AAEE*
Academy of Transportation, Analytics, Information, and Logistics	*TRAIL*	*Academy of Entrepreneurship and Information Design*	*AEID*
Academy of Media Arts, and Design	*MAD*	*Academy of Teaching, Education, and Learning*	*ATEL*
Academy of Law and Public Safety	*ALPS*	*Academy of Teaching, Education, and Learning*	*PAA*
Hampton High School		***Phoebus High School***	
Academy of Technology and Engineering	*ATE*	*Academy of Cybersecurity, Engineering, and Robotics*	*ACER*
Academy of Health, Human and Financial Services	*HHFS*	*Academy of Digital Video Production*	*ADVP*
Maritime Academy	*MA*	*Academy of Hospitality and Tourism*	*AHT*

Summer Bridge

The aim of this middle to high school transition experience is to welcome, affirm, and acclimate incoming freshmen to high school. At the end of their four day *Summer Bridge* experience we want students to leave thinking, "This high school is more than a school; it is like a second home, a family. Everyone here wants to do whatever it takes to help me succeed in my classes, at the high school, and in life. I feel valued because they see something in me that maybe I haven't seen in myself." We want them to know they have the ability to do and accomplish anything they set their minds to AND that everyone at the high school will be there to guide, support, coach, catch and lift them up in order to get them there.

Summer Bridge **Schedule**

- Monday, August 17-20, 2020 8:30 a.m. to 1:30 p.m.

  All four high schools hosted a 2020 Summer Bridge program for incoming freshmen. The four day experience provided students an opportunity to get to know their freshman academy peers, teachers, and leadership, tour their buildings, become familiar with high school expectations and schedule structures, and discover the many extra co-curricular, extracurricular, and sport opportunities offered at their school. Whether they were participating in virtual tours, exploring new opportunities, or participating in project learning or enrichment experiences, each school used

Summer Bridge programming to embed the 5Cs skills and competencies (critical thinking, creative thinking, communication, collaboration, and citizenship) into all activities.

- Monday, August 17, 2020 - The Class of 2024 Virtual Summer Bridge Experience launched with an opening event that included prepared remarks by, and question/answer session with, Superintendent Dr. Jeffery Smith and Virginia Lieutenant Governor Justin Fairfax.

- On Thursday, August 20, 2020, 5:00 p.m. - 7:00 p.m. each high school hosted The Class of 2024 Virtual Summer Bridge Experience Culminating Drive-Up. Students and their families came to their high schools to pick up their Freshman Survival Kit. In the kit, the students received a specialty Class of 2024 bag containing a class shirt, wristband, stress ball, notebook, and lanyard. Everyone was treated to an ice cream.

Summer Bridge **Student Enrollment**

Of the 1,416 incoming freshmen (Class of 2024) invited, via school-based marketing videos, emails, and social media campaigns, to participate in the virtual *Summer Bridge* experience at their high school, 839 registered to attend.

High School	**Incoming Student Count**	**Students Registered**	**Students Not Registered**	**% of Students Registered**
Bethel High School	379	218	161	57.52%
Hampton High School	330	166	164	50.30%
Kecoughtan High School	380	231	149	60.79%
Phoebus High School	327	223	104	68.20%
Grand Total	**1416**	**839**	**578**	**59.25%**

Summer Bridge **Instruction**

Designed to support successful middle to high school transitions, administrators, faculty, Success 101 teachers, and special guests delivered presentations that incorporated their personal journeys as a means of helping students feel more confident about their ability to succeed while also inspiring students to be all that they can be. Students were introduced to their academy teams, reviewed high school schedules and bell times, toured their buildings, and learned about all the co-curricular and extracurricular activities their high school offers. Each school offered unique programs designed to challenge students in a thought-provoking manner.

Kecoughtan High School designed their program to stimulate student excitement and assuage any concerns or trepidations students have about high school. Each day's agenda integrated social emotional learning (SEL) competencies in all daily sessions.			
Day 1	**Day 2**	**Day 3**	**Day 4**
Social Emotional Learning What is it? Why does it matter? What can I do?	Clubs. Electives, & Athletics Fair - Arts, Music, Theater, Band, Athletics	Social Emotional Learning Rotation	Social Emotional Learning Rotation
I AM? (Teachers share an exemplar; students write their own "I AM" poem	Social Emotional Learning Rotation	"Writing Right" - fun learning activities focused on shifting away from "text writing" to writing clearly, concisely, and coherently in formal writing.	Revisiting/Revising I Am Poems
Team building within each Freshman Academy (FA). "Who are we? What are the expectations for FA? What are some of the planned events? Who is my support system? How do I access help?	Restorative Justice Practices Introduction – what they are and why we are using them	Know and Own Your GPA… "3.O is the Way to Go!" campaign	AoH Academies Breakout - Visit each of KHS' Academies and hear from Academy students, teachers and counselors.
		Portrait of a Graduate - Envisioning activity: 4 years from now, you will graduate from KHS. What knowledge, skills, abilities, aptitudes do you need now to ensure you are ready for your future college, career, and life?	

Bethel High School, Hampton High School and **Phoebus High School** incorporated PBLs into their *2020 Summer Bridge* programs.		
Essential/Driving Question	**Understanding**	**Activity**
Bethel High School		
What is your legacy? How do your choices impact who you become?	Students will be able to identify the meaning of a vision statement, how to create a statement that is goal oriented and impactful. Students will be able to explain their vision for high school and their future.	Students will create a vision statement and board for what they want their legacy to be at Bethel and in their future endeavors.
How can you be prepared for the 9th grade, high school and the future?	Students will be able to identify techniques that allow them to gain an understanding of being prepared for high school.	Activities are designed to help students get to know high school expectations, being ready to come to school each, the true meaning of being a Bethel Bruin.
What does team mean? How does having a team impact your success?	Students will exhibit working in a team, relationship skills, and communication skills as they engage in planned team-building activities.	Team-building activities such as putting a puzzle together and other activities with student mentors.
Hampton High School		
WHAT DOES IT MEAN TO G.R.O.W. (Grace, Responsibility, Ownership, Worth) *How does my present self impact my future self?*	Not everyone will like me and I will not like everyone, but how I handle positive and negative relationships will define how others view me.	Rising Freshmen will develop a road map that helps them (and future rising freshmen) plan their goals and steps towards achieving their goals throughout their life journey.
Phoebus High School		
How will you manage and maintain your stress levels, your mental health, and your physical health in order to be successful during virtual learning? *What constitutes "success" and how can you and others achieve it?*	Virtual learning is inevitable, and not everyone understands how to cope with the switch from traditional learning.	Students will virtually meet with teachers and peers for four days to gain knowledge on their freshman year at Phoebus High School and to be exposed to experiences to help them succeed in a virtual setting. After being exposed to the planned experiences, students will collaborate with peers to create a product of their choice to define success and to provide

		vital information on how to be successful during a virtual setting.

Academy STEM League

The *Academy STEM League* runs throughout the academic year and offers a minimum of 55 hours of career-related project-based learning (PBL) experience along with extended learning time for academic remediation, credit recovery, and class make-up work. Enrichment experiences are designed to engage students in a PBL with their selected academy team after school (one to two afternoons each week) and one to two Saturdays each month. The learning objectives include the following:

Academy STEM League* Schedule*: *November 2020 to May 2020*

Each school offers a minimum of 55 hours of career-related project-based learning (PBL) experiences Enrichment experiences are designed to engage students in a PBL with their selected academy team after school (one to two afternoons each week) and one to two Saturdays each month. Time provided for academic remediation, credit recovery, and class make-up work are in addition to the 55 hours of enriched learning experiences. The days and hours vary by school, by academy, and by the planned experiences.

After school activities offered academy/pathway-aligned project-based learning challenges that are industry-based and include the English 9/10 standards. Through PBLs and other enrichment experiences students apply learning to real-world, rigorous projects.

Saturday programs offered field trips that included visits to businesses, industries, colleges, and local areas of interest, as well as conversations with guest speakers who were not available during the school week. These extended learning opportunities are designed to give students a better understanding of an industry or community need and the challenges they experience.

Academy STEM League Enrollment

Although the target audience is freshmen and sophomores, the virtual platform used allowed enrollment to be open to all students in the high school. Each *Academy STEM League* PBL and enrichments are aligned to a specific career academy; the number of student "seats" is based on the optimal participation numbers for the planned activities.

Academy STEM League Participant Information				
School/Academy	**Target Goal**	**Registered**	**Participated***	**Participation Rate (based on goal)**
Bethel Total	120	87	51	59%
Hampton Total	89	73	24	33%
Kecoughtan Total	111	60	32	53%
Phoebus Total	80	116	71	61%
Division-wide Total	300	336	178	53%

***Academy STEM League* Demographics**

***Academy STEM League* Participant Information**												
Academy	**Unique Number of Students**	**Race**						**Gender**		**SPED**	
		Am Indian	**Asian**	**Black**	**Multi-Racial**	**Native Hawaii**	**White**	**Female**	**Male**	**504**	**IEP**
Bethel	51	1	0	38	5	0	7	43	8	2	7
Hampton	24	0	1	18	2	0	3	15	9	2	2
Kecoughtan	32	0	1	18	2	0	11	18	14	5	0
Phoebus	71	3	0	43	12	0	13	32	39	6	11
Division	178	4	2	117	21	0	34	108	70	16	20

***Academy STEM League* Instruction**

The PBL experiences offered through Academy STEM League are aligned with classroom instruction and create relevance by blending content mastery, meaningful work, and personal connection to the learning experiences. PBLs challenge students to apply their experiences and academic learning to real-world, rigorous projects. By embedding the 5C's and W – critical thinking, creativity, communication, collaboration and character, and wellness - PBL's create the opportunity for both academic achievement and personal growth. Students are challenged to apply their experiences and learning to real-world, rigorous projects. The following PBLs challenged students to apply their experiences and learning to real-world, rigorous projects.

Hampton City Schools - Academy *STEM League* 2020-2021 PBL			
Academy/PBL	**Driving/Essential Question**	**PBL Statement**	**Learning Objectives**
Bethel High School			
ALPS ***Law & Order***	What factors impact the outcome of a trial?	Can a different trial verdict be reached following a review and reenactment of the proceedings, rulings and presentation of evidence?	● Discuss the difference between felonies and misdemeanors. ● Describe the rules of search & seizure. ● Describe the types of evidence and how they are used in court cases. ● Demonstrate appropriate courtroom procedures and the sentencing process.

GHSA ***Speak Up!***	How can we use our voice to create awareness?	Can we defend a treatment protocol for a healthcare procedure that has multiple treatment options that are controversial?	● Identify sources of controversy related to the treatment ● Demonstrate critical thinking and problem-solving. ● Demonstrate big-picture thinking. ● Determine whether treatment outcomes vary based on ethnic/cultural differences
MAD ***Back 2 Life***	How can photojournalism bring history to life?	Can photojournalism bring to life the significance of historical landmarks or preservation areas in Hampton?	● Make consistent and verifiable observations. ● Research and investigate local historical sites of significance. ● Students will be able to empathize with diverse populations. ● Research and develop a project that addresses why many local historical sites have failed to garner long term recognition and notoriety. ● Develop a community campaign, strategies, and/or product to help create sustainable public awareness of a vital, but less recognized historical site in Hampton.
TRAIL ***Project Power***	What impacts the cost of a product from production to consumption?	How can the cost of a product to the consumer be lowered through efficient packaging?	● Students will be able to create a design solution for their packaging. ● Students will use the scientific method to use trial and error for correct packaging and lowest cost. ● Students will evaluate solutions (positives and negatives) of a real-world solution. ● Students will evaluate the cost, safety, reliability, aesthetics as well as social, cultural and environmental impact of the packaging. ● Demonstrate creativity and innovation.

Hampton High School			
ATEL ***Beats in a Box***	What acoustic features and components are required for a mobile recording studio?	Can we design and equip a mini-mobile recording studio within space restriction?	● Identify technologies needed to create a functional sound studio. ● Speak to a music producer or field expert. ● Sketch a design of what the studio will look like. (joint with Maritime) ● Identify how much acoustic foam would be needed to soundproof the studio. ● Complete a budget to order the materials. ● Install acoustic foam and recording equipment.
HHFS ***The Pursuit of Happiness***	How does stress impact happiness?	Can we discover different strategies to alleviate stress resulting from mental, social and physical conditions through the exploration of "Happiness"?	● Create and keep a weekly emotions log/bullet journal. ● Keep track of their daily steps (students will need a pedometer). ● Develop ways to handle stress. ● Create a vision board through a brochure, video, or other tangible product. ● Write a reflection piece that goes with their final product.
MA ***A Box for Beats***	What structural design elements are needed to create a mini-mobile recording studio?	Can we create a construction design for a mini mobile recording studio?	● Introduction of Google Sketchup drawing basic shapes. ● Design a small doghouse blueprint including components and symbols using Google Sketchup. ● Use worksheets/Kinesthetic activities based on scaling. ● Hand sketch ideas of a mobile recording studio. ● Use CAD to model hand sketches. ● Build a scale model of the designed studio.

Kecoughtan High School			
AEID ***Washington Who?***	What social, cultural and economic factors need to be considered when branding a business?	Can we create a branding proposal (name, logo, slogan and promotional items) for the Washington, DC football team?	● Identify demographics and psychographics of consumers and potential consumers. ● Research current events in this country that relate to a company's desired image [why choose to change right now?] ● Research the history of a company's branding and image. ● Identify a company's logo and the image the logo depicts.
AAEE ***Waste Not, Want Not!***	How can managing food waste reduce methane gas?	Can we create a method for reducing methane gas emitted from everyday food waste?	● Identify the community's environmental and natural resource management and conservation businesses. ● Describe the effects of natural events and anthropogenic influences on ecosystems. ● Explain leaching in soils. ● Identify major land uses and their effects on the environment and ecosystems. ● Identify common methods of waste disposal. ● Explain energy transfer. ● Describe the effects of natural events and anthropogenic influences on ecosystems. ● Identify differences in soil profiles. ● How increased methane affects ecosystems and biomes
AEID ***Washington Who?***	What social, cultural and economic factors need to be considered when branding a business?	Can we create a branding proposal (name, logo, slogan and promotional items) for the Washington, DC football team?	● Identify demographics and psychographics of consumers and potential consumers. ● Research current events in this country that relate to a company's desired image [why choose to change right now?] ● Research the history of a company's branding and image. ● Identify a company's logo and the image the logo depicts.

ATEL ***Learning About Sound***	How can you teach a four year old about sound?	Can we create a series of educational activities to teach the concept of sound to early learners?	● Identify the ages and stages of development of infants, toddlers, preschoolers, school-age children, and children with exceptional needs. ● Identify developmentally appropriate practices that support and maximize development and learning for all children. ● Describe the needs of children at various ages regarding space, equipment, materials management, and room/area arrangement
PAA ***Setting the Stage!***	Create a design for an outdoor performance area that meets current requirements for social distancing.	Can we design an outdoor performance area that meets social distancing guidelines?	● Apply the creative process for technical theatre. ● Analyze, interpret, and evaluate aspects of technical theatre. ● Identify, describe, and apply collaboration and communication skills in the theatre. ● Identify connections between technical theatre and skills for workplace, college, and career opportunities. ● Identify new and emerging technology for theatre production. ● Identify and apply safety guidelines for all aspects of technical theatre work. ● Describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each. ● Identify and use construction tools and hardware to build scenic elements. ● Demonstrate scenic design. ● Identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving. ● Describe how the design process is used in various careers.

● **Phoebus High School**			
ADVP ***A Changing World***	How can our voice be used to promote social justice in our community?	Can we create video montages that effectively showcase feelings and emotions regarding social justice?	● Understand the function and purpose of the Media. ● Understand Media in relation to politics ● Understand the power of influence through video
ACER ***Home Sweet Home 2030***	What unique engineering and technology designs can be created to maximize space and decrease environmental impacts for a tiny home?	Can we design a tiny home that incorporates unique engineering and technology designs that maximizes space and reduces the carbon footprint?	● Develop a basic understanding of the ecological impacts of a home, how to design a Tiny Home, and what exactly constitutes a "SMART" home. ● Achieve a basic knowledge of interfacing and designing of a network ● Research how to design a smart home, integrate with a tiny home, and reduce the ecological impacts
AHT ***ANEW: "Feel The Beat"***	How can music create unity among diverse groups?	Can we create a musical production, involving a variety of musical genres across several decades that will unite diverse groups of people?	● Contrast and compare positive and negative leadership skills by learning what a music producer does. ● Understand the steps of promoting an event ● Create an event budget template that can be used for future event

***Academy STEM League* Partners**

While some of the programs were facilitated by CTE teachers and advisors, a number of programs received critical support from community partners. Our partners included the following:

Bethel High School:

- GHSA: Crystal Stokes - Norfolk Public Schools Pharmacy Tech Instructor/HOSA Regional Director; and, Bobby Vincent, III - PharmD, RPh,Manager and lead pharmacist at BEYOND / HELLO
- MAD: Cheryl Tan, Former WAVY TV 10 Reporter, Owner of Cheryl Tan Media

Hampton High School:

- ATE: Tynz Hampton- District Entertainment
- HHFS: Charles Robinson- Alternatives Inc; Ameka Graham- Serenity, Courage, & Wisdom Counseling Services; Julie Buckman- Personal Fitness; Ben Major- YMCA; and, Karen Baker- 4-H
- MA: Tynz Hampton- District Entertainment

Kecoughtan High School:

- AEID: Norfolk Tides; Washington Football Team

Phoebus High School:

- ADVP: Hampton History Museum; and, Virginia Beach Recording Arts Music Recording Studio
- AHT: Tenishea Drummond Thomas - Teezy So Dope

Academy League Holiday Challenge Series

The *Academy League Challenge* offered students an opportunity to work together on a series of challenges. The Holiday Challenge Series used the game-based learning platform, Kahoot, to make learning fun. This web-based program allowed students to use their school-issue devices to connect and engage in the challenge from anywhere, anytime on their own devices.

Holiday Challenge Series **Schedule**

December - January, 7, 2021. The actual hours and schedule for each challenge was flexible and driven by the individual student teams and the teacher sponsor. An advantage to this holiday program - the web-based program allowed students to use their school-issue devices to connect and engage in the challenge from anywhere, anytime on their own devices.

Ninth and tenth grade students registered for the *Academy STEM League* were invited to participate in the *Holiday Challenge.* We, from across the division, participated in the challenge series. Students were divided into three teams. Each student team competed in four one-week long career challenges with the same completion date.

- December 18 - 21, 2020 - Challenge 1: Career Clusters Kahoot Challenge
- December 22 - 26, 2020 - Challenge 2: Interview Basics Kahoot Challenge
- December 28 - 30, 2020 - Challenge 3: Teamwork Kahoot Challenge
- December 31, 2020 - January 6, 2021 - Challenge 4: Canva Vision Board Activity ‘What is your vision of your career path?’ Students created a Canva account and designed a virtual vision board.
- January 7, 2021 - Students completing the challenges were entered for prizes. The drawing was Live on Thursday January 7th at 3:20pm (Zoom Link-Webinar Style with Prize Wheel)

Holiday Challenge Series **Enrollment**

Academy STEM League invited 275 students to participate in the Holiday Challenge. This winter break activity was designed as a series of four challenges, however, students had the option of selecting which challenges they would participate in and whether or not they wished to submit their completed challenge.

The top three students completing each of the 3 Kahoots were entered into the drawing for each challenge. All students who completed the vision board challenge were entered into a drawing. Prizes awarded to students included earphones, Chick-fil-A gift cards, Fujifilm Instax Mini 11 Instant Camera, and Fire Tablet HD /8.

- Challenge 1: Career Clusters Kahoot Challenge - 68 students submitted their completed challenge.
- Challenge 2: Interview Basics Kahoot Challenge - 48 students submitted their completed challenge.
- Challenge 3: Teamwork Kahoot Challenge - 48 students submitted their completed challenge.
- Challenge #4: Canva Vision Board Activity - 11 students submitted their completed challenge.

Holiday Challenge Series **Student Demographics**

Holiday Challenge **Participant Information**											
Academy	**Unique Number of Students**	**Race**						**Gender**		**SPED**	
		Am Indian	**Asian**	**Black**	**Multi-Racial**	**Native Hawaii**	**White**	**Female**	**Male**	**504**	**IEP**
Bethel	89	1	3	71	5	1	8	59	30	4	10
Hampton	51	0	2	39	4	0	6	24	27	2	4
Kecoughtan	58	0	2	35	3	1	17	34	24	4	2
Phoebus	77	2	0	47	10	0	18	41	36	5	13
Division	275	3	7	192	22	2	49	158	117	15	275

Academy STEM League **Partners:** Academy teachers.

EEL Remediation

A key objective in all EEL programs is to ensure every student receives the instructional support needed for success. Although all extended learning programs offered a compliment of enrichments, project- or challenged-based learning, and academic support to students in grades 9-12, COVID and the impact of distance learning on our students required a different and much more intentional approach to academic remediation, credit recovery, credit advancement, and class make-up work.

As students spent more time in virtual learning it became evident that focused attention, beyond our traditional remediation efforts, needed to be given to ensure struggling students stayed on track with current learning and caught up when they fell behind. EEL developed a more targeted and orchestrated approach to offering remediation support that is **in** sync with core classroom instruction.

EEL Remediation **Schedule**

Each high school offered remediation and support throughout the 2020-2021 academic year. While schools had flexibility in adjusting the hours to best meet student need and teacher availability, they generally followed this schedule:

Monday - Thursday 3:30p.m. - 6:30p.m. Session 1 3:30-5:00pm/Session 2 5:00pm-6:30pm

Saturdays 9:00a.m. - 12:00p.m.

***EEL Remediation* Enrollment**

In alignment with the HCS instructional goals and remediation strategies, EEL remediation targets Tier 1, Tier 2, and Tier 3 students, as described below.

Tier	Who	Identification/Support	Academic Support
Tier 1	All students receive classroom instruction within an evidence-based, scientifically researched program.	Students not demonstrating a level of proficiency that meets minimal benchmarks for performance in the skill area upon assessment receive support. Instructional support is generally provided by the teacher.	● Test makeup ● Exam makeup ● Assignment recovery ● Certification exam or retake
Tier 2	Students who fall below the expected levels of established benchmarks and are at some risk for academic failure. These students are above levels considered to indicate a high risk for failure.	Students are identified through the assessment process. The instructional programs focus on specific needs and skill development. Support is typically offered in small groups of 5-8 students.	● Unit recovery ● Grading period recovery
Tier 3	Students considered high risk for failure and whose needs are at the intensive level.	Students may lack the fundamentals and need greater intensity and quantity of supplemental instruction. Instruction is typically provided through small groups of 3-5 students, with some students receiving one-to-one instruction.	● Semester recovery ● Course recovery ● Advanced credit to catch-up or stay on track

EEL worked with building-level leadership and academy teams to create EEL Remediation plans that expand access to the remediation and recovery support services available to students. Starting in January 2021, EEL Remediation plans developed by each high school were implemented. The plans extended teacher instructional time to provide targeted recovery (credit/grade recovery) and remediation (end of course/SOL assistance) for students in all tiers. Specifically, students targeted for remediation and recovery support are those who failed the first semester, are failing the current quarter or semester, or students needing additional opportunity to make up missing assignments, quizzes, and tests. Additionally, with graduation specialists focused on helping seniors needing support in order to graduate, the high school EEL Remediation primarily supports identified 9-11th grade students for both their core subjects and elective courses such as CTE and foreign language.

Remediation/Recovery Focus	EEL Students Served	EEL Students Earning Credits	Total Credits Recovered
Bethel High School			
CTE courses as they align with the EEL goals of exposing students to careers and industry specific real world experiences.	126	100	50

Hampton High School			
Core courses and CTE course	244	499*	780*
Kecoughtan High School			
Core courses and CTE course	110	48	96
Phoebus High School			
Core courses and CTE course	120	86	132.¼

*Hampton High's remediation coordinator managed all remediation efforts for the school and did not differentiate which students earned credits, therefore the totals reflect all building-level students (499) recovering credits (780).

***EEL Remediation Student* Demographics**

***EEL Remediation* Participant Information**											
Academy	**Unique Number of Students**	**Race**						**Gender**		**SPED**	
		Am Indian	**Asian**	**Black**	**Multi-Racial**	**Native Hawaii**	**White**	**Female**	**Male**	**504**	**IEP**
Bethel	126	0	1	99	13	0	13	53	73	10	16
Hampton	244	2	4	203	14	1	20	92	152	17	35
Kecoughtan	110	0	1	63	11	0	35	53	57	13	19
Phoebus	120	2	0	93	13	1	11	38	82	9	23
Division	600	4	6	458	51	2	79	236	364	49	93

***EEL Remediation* - Participant Tier Level Information**						
Tier	**Remediation or Recovery**	**Bethel**	**Hampton**	**Kecoughtan**	**Phoebus**	**Division**
1	Assignment Recovery	25	72	3	2	103
1	Certification exam or retake	2				2
1	Test Makeup	3	1			4
1	Remediation	5	3	5	54	67
Subtotal	Number of Tier 1 Students	35	76	8	56	176
2	Grading Period Recovery	70	145	3	5	233
2	Unit Recovery	2				2
Subtotal	Number of Tier 2 Students	72	145	3	5	235

3	Assignment Recovery	1				1
3	Course Recovery	2	11	2		15
3	Semester Recovery	9	7	46	3	65
3	Semester & Course Recovery	1		31	1	33
3	Recovery Support	1		2	49	52
Subtotal	Number of Tier 3 Students	14	18	95	53	166
Subtotal	Recovery support provided; Tier level not recorded	3	5	18	6	32
Total	Unique Number of Students	126	244	110	120	600

In addition to the 600 students receiving academic support through the EEL Remediation program, students also received remediation and recovery support through the other enrichment programs.

EEL Remediation **Instruction**

Each high school developed a comprehensive remediation plan that offers support that is in sync with classroom instruction while extending current division and building-level programming and supports beyond the school day. While similar, each school's target population, academic focus, and strategies are unique to the resources of the high school and the needs of their student population. Each school's plan, which reflects personalized remediation and academic support services to help students complete high school with academic credit and industry credentials valued in postsecondary education and careers, has been included in this report.

Each school's plan, which reflects personalized remediation and academic support services to help students complete high school with academic credit and industry credentials valued in postsecondary education and careers, has been provided.

Bethel High School 2020-2021 Remediation Plan	
The person(s) responsible for oversight, daily scheduling, coordination, and monitoring.	Oversight: Assistant Principal, Gregory Hopson Recovery Coordinator: EEL Coordinator, Miya Sumpter, (6 to 10 hrs per week) is responsible for coordinating student contact, recovery schedules, monitoring documentation, and monitoring instruction via checking in on sessions. She will also assist with Saturdays
Subjects and courses to be targeted	Recovery ● Non-computer based CTE, health, PE, select fine art courses ● Success 101 ● Economic/Personal Finance ● Academy/pathway courses including (1) TRAIL academy courses: TE GIS TECH, Bus MGT & Comp Info Sys, and ITF & Programming, and (2) MAD academy courses: Comm Sys, Digital Visual, and Digital Media & Entertainment Art
Targeted Students (Priority Tier, grades, or description)	Recovery -Current semester; Student failures will be addressed on a quarterly basis. All tiers are targeted

Student Identification and Recruitment process	Work with students and teachers to recover high-risk students (those with averages under 64%). Each content area created a compilation of materials for each 9 weeks that addresses the standards that were to be covered. Involve counselors, recovery teachers, and parents to recruit students. Classroom teachers may recover their own students, however, students not addressed will be referred to the recovery program. Load instructional materials into a recovery google classroom; the assigned recovery teacher will work with students outside of school hours in terms of instructional remediation to complete these assignments and recover to a 64/D. Notify the Remediation Coordinator to have the grade changed when the student has completed the assignment.
Process for grouping students for a 3 to 5+ student to teacher ratio	Recovery Plan Logistics for grouping students for a 3 to 5+ student to teacher ratio ● A recovery curriculum (essential assignments will be identified for each 9 weeks) will be developed by the CLT (during contract hours) for each content area. (Student assignments will at a minimum allow students to receive a passing grade with a focus on the quality of work over quantity) ● Recovery Teachers create an After School Recovery Google Website. ● Identify students that require credit recovery (F below 64%). The focus will be on grades 9-11. ● Recruitment to get students into recovery will be implemented involving counselors, recovery teachers; as well as, the use of a student and parent contract. Student list of CTE failures will be used to select students that will be invited to participate. Parents and students will be contacted regarding the recovery plan that will be used to assist their student and the schedule for recovery. ● The recovery curriculum is loaded into the google website for all 9 weeks (as well as assisting a large number of students from last year with incompletes due to COVID). ● Students will join Zoom and the content teacher will work with groups of 3 or more students to complete their specific 9 weeks/Semester Google Classroom packet. ● Once a student completes the assignments the recovery teacher is notified and the student is exited from the recovery program, allowing the opportunity to recover another student. Classroom teacher notifies Mrs. Brown of the grade change. ● Saturdays will be 3 hours (9am-12pm) for all courses and will aid in attendance recovery. ● After-school sessions will be 90-minute sessions and will aid in attendance recovery
Remediation strategies to be emphasized (e.g. packets, Edgenuity, online material, etc).	Recovery - Four 9 week Google Classroom packets (Edgenuity currently has a large number of students enrolled and is not as successful for at-risk students in a virtual environment and most CTE classes are not available on the platform)

Days and times to be offered	Subjects offered daily based upon student need and teacher availability. Recovery Monday - Thursday 3:30pm-6:30pm Mon-Thurs 3:30-6:30pm Session 1 3:30-5:00pm/Session 2 5:00pm-6:30pm Saturdays 9am - 12pm
Incentive program and process	Students will work on a points system and receive points for attending the session, attending Academy STEM League sessions, and completion of the recovery course. Students will redeem the points for gift cards and merchandise.

Hampton High School 2020-2021 Remediation Plan	
The person(s) responsible for oversight, daily scheduling, coordination, and monitoring.	Oversight: Assistant Principal, Karen Sharpe Recovery Coordinator: Teacher Sierra Ware, (6 to 10 hrs per week) is responsible for coordinating student contact, remediation schedules, etc. and monitoring documentation, and monitoring instruction via checking in on sessions. Remediation Coordinator: Academy Principal, Ernriekus Williams Assistant: EEL coordinator will assist with Saturdays and a teacher intern will assist counseling coordinator.
Subjects and courses to be targeted	Recovery- All core subjects, non-computer based CTE, health, PE, select fine art courses Remediation- all EOC subjects will be offered
Targeted Students (Priority Tier, grades, or description)	Recovery-Student failures will be addressed on a quarterly basis. All tiers are targeted Remediation- any students that previously failed an SOL or identified as at risk of failing based upon CSA data and classroom performance
Student Identification and Recruitment Process	Extended Learning as well as our Twilight program will now work with students and teachers to recover high-risk students (those with averages under 64%). Create a compilation of materials for each content area for each 9 weeks that addresses the standards that were to be covered for each 9 weeks. Involve counselors, recovery teachers, and parents to recruit students. Classroom teachers may recover their own students, however, students not addressed will be referred to the recovery program. Load instructional materials into a recovery google classroom; the assigned recovery teacher will work with students outside of school hours in terms of instructional remediation to complete these assignments and recover to a 64/D. Notify the Remediation Coordinator to have the grade changed when the student has completed the assignment. Remediation-Students that previously failed an SOL or identified as at risk of failing based upon CSA data and classroom performance. Teachers will schedule times to remediate.
Remediation strategies to be emphasized (e.g. packets, Edgenuity, online material, etc).	Recovery Plan Logistics for grouping students for a 3 to 5+ student to teacher ratio ● A recovery curriculum (essential assignments will be identified for each 9 weeks) will be developed by the CLT for each content area. (Student assignments will at a minimum allow students to receive a passing grade with a focus on the quality of work over quantity) ● Content area Recovery Teachers create an After School Recovery Google Website. ● Identify students that require credit recovery (F below 64%). The focus will be on all grade levels. Graduation Specialist will focus on cohort 2021 ● Recruitment to get students into recovery will be implemented involving counselors, recovery teachers; as well as, the use of a student and parent contract. ● The recovery curriculum is loaded into the google website for all 9 weeks

	● Students will join one group Zoom link and then break out into their subject by grade where a content teacher will work with groups of 3 or more students to complete their specific 9 weeks/Semester Google Classroom packet and necessary remediation instruction. ● Once a student completes the assignments the recovery teacher is notified and the student is exited from the recovery program, allowing the opportunity to recover another student. Classroom teacher notifies the Remediation Coordinator of the grade change. ● Saturdays will be 3 hours (9am-12pm) for all courses and will aid in attendance recovery. ● After-school sessions will be 90-minute sessions and will aid in attendance recovery Remediation - Teachers will provide students with zoom links for subject-based remediation, break-out rooms will be used to strand-specific instruction.
Remediation strategies to be emphasized (e.g.packets, online material, Edgenuity, etc).	Recovery - Four 9 week Google Classroom packets (Edgenuity currently has a large number of students enrolled and is not as successful for at-risk students in a virtual environment. Remediation - Student's SDBQs and VDOE released tests will be used to provide targeted remediation
Days and times to be offered	Subjects offered daily based upon student need and teacher availability. Recovery Mon-Thurs 3:30-6:30pm Session 1 3:30-5:00pm/Session 2 5:00pm-6:30pm Saturday 9am - 12pm Remediation - Monday - Friday 3:30-5:00 pm
Incentive program and process	Any student completing their recovery assignments during the week and receives a passing grade for the course will be entered into the weekly raffle using the https://wheelofnames.com five students will be selected per week. Incentives will be $10 gift cards for Chick fil A; McDonald's; 7-11; Xbox Live; Playstation; Amazon; Little Caesars; Google Play; etc.

Kecoughtan High School 2020-2021 Remediation Plan		
The person(s) responsible for oversight, daily scheduling, coordination, and monitoring	Oversight: Assistant Principal, Reginald Crawford RemediationCoordinator: Counselor/Coordinator, Kamil Donawa, (6 to 10 hrs per week) is responsible for coordinating student contact, remediation schedules, etc. and monitoring documentation, and monitoring instruction by checking in on sessions. Assistant: EEL coordinator, Sharyna Smith, will assist with Saturdays Teacher Coordinator: Intern, Brittanny Day, will assist the counseling coordinator.	
Subjects and courses to be targeted	Recovery/Remediation Courses: ● English 9 -10 ● Biology ● Sciences: Biology, Earth Science, Oceanography ● History: VA/US, World History 1 & 2 ● Health/PE ● Math ● Economic/Personal Finance ● Foreign Language ● Electives (academy and non-academy)	
Targeted Students (Priority Tier, grades, or description)	Tier 3 Student (semester and course recovery from F's): Once a student reaches tier 3 their information will be forwarded to the Remediation and Recovery Team for outreach. Teacher contract time and or divisional resources are being used for tier 1 and 2. This allows the focus of extended learning to be solely on those below 50% (have failed a grading period or semester)	➢Low F (below 50%) ➢Missing most assignments ➢Truant/present but no interaction with teacher
Student Identification and Recruitment process	**UNDERCLASSMEN WITH 9 WEEKS/SEMESTER GRADES UNDER 50%** Recovery/Remediation team will focus on high risk students (averages under 50%). Each content area is expected to create a compilation of materials for each 9 weeks that addresses the standards that were to be covered for each 9 weeks. Recruitment to get students into recovery will be implemented involving counselors, recovery teachers, and resource officers; as well as, the use of a student and parent contract. Instructional materials will be loaded into a recovery google classroom and an assigned recovery teacher will work with these students outside of school hours in terms of instructional remediation to complete these assignments and recover to a 64/D. Once the student has completed the assigned work the recovery teacher will notify the classroom teacher so that they can communicate with Mrs. Wilson to have the grade changed. If the classroom teacher would like to recover the students themselves feel free to do so but all efforts must be made to recover the student.	
Process for grouping students for a 3 to 5+	Recovery Plan Logistics for grouping students for a 3 to 5+ student to teacher ratio	

student to teacher ratio	● A recovery curriculum (essential assignments will be identified for each 9 weeks) will be developed by the CLT (during contract hours) for each content area. (Student assignments will at a minimum allow students to receive a passing grade with a focus on quality of work over quantity), ● Content Recovery Teachers create After-School Recovery Google Classroom. ● Identify students requiring credit recovery (F/below 50%). Focus on Freshmen and Sophomores. Dr. Cason working with Seniors and Juniors. ● Recruitment to get students into recovery will be implemented involving counselors, recovery teachers, and resource officers; as well as, the use of a student and parent contract. ● Recovery curriculum is loaded into the google classroom for all 9 weeks (as well as assisting the large number of students from last year with incompletes due to COVID). ● Students will join one group Zoom link and then break into their subject by grade where a content teacher will work with them to complete their specific 9 weeks/Semester packet and necessary remediation instruction. ● Once a student completes the recovery the classroom teacher is notified and the student is exited from the recovery program, allowing the opportunity to recover another student. Classroom teacher notifies Mrs. Sharon Wilson, KHS Information Specialist, of the grade change. ● Saturdays will be 3 hours (9am-12pm) for Health/PE, CTE courses, and electives for which there is a teacher available. *(ex: EPF/A.Kidd)*
Remediation strategies to be emphasized (e.g. packets, Edgenuity, online material, etc).	Four 9 week packets offering 2 subjects a week (Edgenuity currently has a large number of students enrolled and is not as successful for at-risk students in a virtual environment.
Days and times to be offered	Subjects offered daily based upon student need and teacher availability. Recovery Mon-Thurs 3:30-6:30pm Session 1 3:30-5:00pm/Session 2 5:00pm-6:30pm Saturday 9am - 12pm Remediation - Monday - Friday 3:30-5:00 pm
Incentive program and process	Any student completing their recovery assignments during the week and receives a passing grade for the course will be entered into the weekly raffle which would be an estimated 3 to 7 cards a week. Using the https://wheelofnames.com one winner will be selected per subject. Incentives will be $10 gift cards for Chick fil A; McDonald's; 7-11; XBox Live; Google Play. (*These are play cards for gaming systems.)*

Phoebus High School 2020-2021 Remediation Plan	
The person person(s) responsible for oversight, daily scheduling, coordination, and monitoring	Oversight: Assistant Principal, Mrs. Incorminias is responsible for continuous monitoring of remediation schedule per subject area with the assistance of the EEL Coordinator, Mrs. Jackson Remediation Coordinator: Responsible for coordinating student contact, remediation schedules, etc. and monitoring documentation, and monitoring instruction via checking in on sessions. EEL coordinator will assist with Saturdays.
Subjects and courses to be targeted	Recovery ● English (9th - 12th) ● Math (Algebra I & II, and Geometry) ● Science (Earth Science, Biology, Chemistry) ● Social Studies (World History I & II, US History, Government) ● Foriegn Language ● Career & Technical ● Health & PE ● Fine Arts
Targeted Students (Priority Tier, grades, or description)	**Tier 3** - Course Recovery, Semester Recovery - Students with Incompletes and/or Failures for the semester **Tier 2** - Unit Recovery, Grading Period Recovery, Test Preparation - Students needing some make-up assignments, quizzes, tests, and/or projects **Tier 1** - Assignment Recovery, Test/Exam Make up and/or Retake - Students missing assignments or need reteaching
Student Identification and Recruitment process	Students with Incompletes and/or Failures: Meet with Academy Teams (CLTs) to identify students. Identify strands and benchmarks of need. Involve counselors, recovery teachers, the graduation coach, and resource officers to recruit students. Classroom teachers may recover their own students, however, students not addressed will be referred to the recovery program. Schedule students with teachers per subject area. Notify students and parents of the Remediation Plan and Schedule. Monitor students' progress Record attendance on Tracking Sheet Notify the Remediation Coordinator to have the grade changed when the student has completed the assignment.
Process for grouping students for a 3 to 5+ student to teacher ratio	Each core content Google Classroom learning modules are in place and approved by the designated AP. **Immediate Priority (Tier 3)** - students who are in need of credit recovery (9th-11th) - all subject areas. ● Collaborate with School Counselors to identify and contact students who are not on track for graduation

	● Reach out to students and parents to discuss recovery plan and schedule ● Work with the graduation coach "**Destination Greatness"** program (seniors) that provides for multiple levels of support to assist with preparation. ● Direct instruction (in-person, groups of 3-5) ● Small group (in-person and/or virtual) ● Small group independent work via Edgenuity **Intervention Level (Tier 2)** - students who are in jeopardy of failing current marking period and/or failing any semester course (9th-12th). ● Direct instruction (in-person, groups of 3) ● Small group (in-person and/or virtual) **Preventive Level (Tier 1)** - students who need redirecting, reteaching or preparation of exams/certifications (9th-12th). Focus of remediation will be with classroom teachers during mid-day and Friday sessions. ● Direct instruction (in-person, groups of 3) ● Small group (in-person and/or virtual)
Remediation strategies to be emphasized (e.g. packets, Edgenuity, online material, etc).	**Team Meetings** - Teacher Selections ● Teachers will identify students in need of recovery due to failing grade - 63% and below ● Teachers will identify students in need of remediation and group students based on tiers: Tier 3, students who have failed any quarter, semester; Tier 2, students failing current quarter or missing multiple assignments; and Tier 1, reteaching and assisting students with make-up assignments, quizzes, tests, SOL, and Certification preparation ● Inform students during class, email, and/or phone call or through use of staff noted under recruitment. ● Invite parent to teaming meeting to discuss best practice for student ● Teachers will group students and share zoom link with students for after school remediation Contact parents via phone calls Monitor students' progress and record result ● Teacher will record grade and/or complete grade change form **Freshman Academy** - Class of 2024 Night School (Another option) ● Teacher will identify students with 63% and below per subject area ● Teacher will contact students during their Success 101 classes ● Students are invited to Saturday School and Night School for recovery ● Support Team will notify parents of Recovery Plan written letter or phone call ● Support Team monitor and record students' progress (Click Link)
Days and times to be offered	Subjects offered daily based upon student need and teacher availability. Recovery Mon-Thurs 3:30-7:00pm Session 1 3:30-5:00pm/Session 2 5:00pm-7:00pm Saturday 8am - 12pm Remediation - Monday - Friday 3:30-5:00 pm (as scheduled)
Incentive program and process	Students will be eligible for incentives after achieving/meeting specific requirements. Any student completing their recovery course assignments during the week and receives a passing grade for the course will be entered into the weekly raffle to win a gift card, an estimated 3 to 7 gift cards will be given out each week. Using the https://wheelofnames.com one winner will be selected

	per subject. Incentives will be $10 gift cards for Chick fil A; McDonald's; 7-11; XBox Live; Google Play. (*These are play cards for gaming systems.)*

***EEL Remediation* Partners:** Core academic and CTE teachers.

My Future, My Journey Career Exploratory Program

Entering high school, students take the exploratory Success 101 course, designed to make students think about their future and get on the career pathway that is right for them. This ninth grade instructional program is embedded in Freshman Academy and a course all students are expected to take. Success 101 helps students to explore their individual talents and participate in college and career awareness activities. With CTE as the backbone of most of Hampton City Schools' career academies, Success 101 instruction and enrichments expose students to career pathways, skills, and experiential learning. The year-long course is designed to equip students with the study and social skills they need to succeed in high school. A signature event of Success 101 is the *My Future, My Journey Career Exploratory Program.*

My Future, My Journey Career Exploratory Program is a signature event of Success 101. It provides a highly interactive event for freshmen from all Hampton high schools to meet with and hear from businesses as they highlight their industry and aligned career opportunities.

***My Future, My Journey* Schedule**

Normally a one day, in-person expo offering students and their parents hands-on, innovative, and informational exhibits, the 2020 event was transformed into a 100% virtual experience.

October 1-16, 2020: Success 101 teachers used instruction time to incorporate activities focused on the student's personalized 10-year career, education, and life plan.

October 19, 2020: Captain Barrington Irving, *Flying Classroom* CEO, kicked off the week's events with an inspirational expedition titled, *Launch: Envision your Future*. Over 1,700 participants were logged in to this event.

October 26-29, 2020: Students viewed Business and Academy Videos in Success 101. The Academy Videos allowed students to explore all 16 Academies available to them through Hampton City Schools. https://sites.google.com/hampton.k12.va.us/myfuturemyjourney/academy-videos?authuser=0

October 29, 2020: The Academies of Hampton hosted the Ninth Grade Academy Showcase for Parents and Students.

November 4, 2020: Success 101 instructors reviewed with Career Cluster information with students. http://www.flipcareerguide.com/books/gkii/#p=1

November 5, 2020: The Academies of Hampton hosted the Ninth Grade Academy Showcase for Parents and Students.

***My Future, My Journey* Enrollment**

All 1,416 freshmen are expected to attend. When offered as an in-person experience all ninth graders are bused to the Hampton Convention Center for the event. As a virtual experience, Success 101 instructors and other Freshman Academy teachers incorporated planned expo activities into their class instruction.

***My Future, My Journey* Instruction**

The goal of the Expo is to educate students about the amazing diversity of career opportunities in our region and the skills needed to acquire those jobs. It also provides a great opportunity for businesses to connect with their future workforce and encourage students to acquire the skills they need to be successful in the workplace. Attending this one-time event, along with other experiential learning opportunities, helps students and their families to select an academy and pathway that is the best fit for the student's interests and potential career aspirations.

With students engaged in 100% virtual learning during most of the school year, the 2020-2021 event was transformed into a virtual experience. A website was created to host the virtual event. (https://sites.google.com/hampton.k12.va.us/myfuturemyjourney/home). This format allowed teachers to use the site during instructional activities as well as give students and families opportunities to explore career-related resource information throughout the Academy Pathway selection process.

With the goal of giving students more information about careers that they may be interested in or sparking ideas of other options, the virtual career expo students also gave students access to information about hundreds of career options available to them. The website includes videos provided by industry leaders and businesses from around the Hampton Roads area; employers share insights into their businesses and organizations. In addition to those videos, there are many other existing resources that were made available to explore. The website offered students the opportunity to (1) learn more about select careers submitted by local and national businesses; (2) watch videos from hundreds of career fields; (3) explore the options available in the military. All videos and resource links have been permanently uploaded and are available for 24/7 viewing by all students and their families and stakeholders.

https://sites.google.com/hampton.k12.va.us/myfuturemyjourney/virtual-career-expo?authuser=0

***My Future, My Journey Expo* Partners**

Check out the website to see the employers and industry leaders who created the virtual videos.
https://sites.google.com/hampton.k12.va.us/myfuturemyjourney/home

Commitment to Graduate

As part of their school's C2G events, each high school's Freshman Academy celebrates "spirit week" with fun and creative activities designed to heighten the sense of school spirit and excitement about graduation. "Spirit week" culminates in a division-wide C2G event that brings all freshmen together in one space (the only time in their K-12 career this happens).

***Commitment to Graduate* Schedule**

One-time virtual event was held for the Class of 2023 (postponed from 2020 due to COVID) and a one-time virtual event was held for the Class of 2024.

***Commitment to Graduate* Enrollment**

All 1,416 freshmen are expected to attend. When offered as an in-person experience all ninth graders are bused to the Hampton Coliseum for the event. As a virtual experience, the *Commitment to Graduate* ceremony was held during the school day, replacing regularly scheduled classes. This year, all 1,613 sophomores were also expected to attend a separate virtual event, held just for them (their ninth grade event was postponed from March 2020 due to COVID).

***Commitment to Graduate* Instruction**

The division-wide event reflects the community's commitment to graduate life-ready students who have the knowledge and skills for lifelong learning. Designed to capture the feelings of excitement, pride, and anticipation, this annual event is modeled after graduation ceremonies. Students enter and depart with all the pomp and circumstance of a graduation. The All School Band performs *El Capitan* by John Philip Sousa during the processional, and *Rondeau* by Jean Joseph Mouret at the conclusion of the event.

The keynote speaker challenges students to be intentional in their efforts to stay on track to graduate and always focus on preparing themselves for what's next. Dr. Adolph Brown, III gave students many takeaways and profound challenges as he reminded students that the decisions they make today will affect them in the future. He told them to wake up every morning and live everyday committed to being prepared, being on time, being responsible, being respectful, and BELIEVING in yourself. As he talked about the peer groups they choose to spend time with and invest in he shared this advice, "If you are the smartest one in your group, you need to find a new group." He challenged students, teachers, and faculty to "Show Up, Cheer Up, Stay Up, Sign Up, and Listen Up" every day.

After the keynote presentation, all stakeholders make their respective pledges. HCS faculty, staff, and administrators pledge to do their best, to do whatever it takes, to help students demonstrate greatness and achieve academic success. Parents follow with their pledge to emphasize the importance of education and stay involved in their child's education. The community members pledge to be actively engaged in providing relevant education and enrichments that prepare students for the opportunities ahead and to help them become dedicated and invested citizens. Hampton School Board and City Council members pledge to give all students instructional and learning experiences and the support they need to graduate prepared for college, careers, and life-long learning.

With families, teachers, administrators, and community members present and pledging to help each student be successful in their high school endeavors, the message and focus, *striving for their high school diploma and setting a goal for the next stage of life,* is reinforced. During in person events, students participate in a 'pinning' ceremony. The event concludes with students committing to themselves and to each other to earn their diploma, graduating prepared to follow their plan to achieve the success they desire.

Community Pledge: We promise to be actively engaged in your education. We promise to support you in your exploration of the world around you. We promise to foster your sense of belonging. We promise to help you become a dedicated and invested citizen who gives back to the community.

Faculty and Staff Commitment Pledge: We pledge to do our personal best to help you exceed the Portrait of a Hampton Graduate. We will do our best to help you demonstrate greatness and achieve academic success. As a learning community, we will support your social, emotional, and intellectual growth. We will prepare you for post-secondary education and a promising career by helping you develop a purpose and a plan for your future. We are committed to helping you graduate from high school in **2024**.

Parent Commitment Pledge: I will emphasize the importance of education to my child. I will make positive behavior the expectation in my household. I pledge to monitor my child's academic growth and stay as involved as possible in my child's education. I will engage in consistent, collaborative communication with my child's school.

Student Commitment to Graduate Pledge: I pledge to do my personal best to achieve the attributes of the Portrait of a Hampton Graduate. I understand that my education is very important to my future and will help me become a successful and productive person. My goal is to graduate from high school with a purpose, a plan, and be ready for postsecondary education and a career. I am committed to graduating from high school in **2024**!

***Commitment to Graduate* Partners**

Hampton School Board, Hampton City Council, families, teachers, administrators, academy business partners, and community members.

2020 SUMMER STEM CAMP

The summer 2020 career exploration experience was redesigned to immerse students in the four core career clusters: Public Service/Safety, Engineering and Technology, Business Information Technology, and Health Sciences.

2020 Summer STEM Camp Schedule

Students were given the option of signing up for one, two, or all three weeks. Students choosing to attend more than one weekly camp were required to select a different career cluster topic each week in attendance. Students also attended a mini session on mindfulness; the curriculum developed by Alternatives, Inc, a community partner. When combining time spent in camp, the extra enrichments,

and time spent working independently on exercises, each week-long module provided students between 20-26 hours of extended learning experiences.

- Monday - Thursday, June 22-25, 2020 10:00 a.m. to 2:30 p.m. Session 1
- Monday - Thursday, June 29-July 2, 2020 10:00 a.m. to 2:30 p.m. Session 2
- Monday - Thursday, July 6-9, 2020 10:00 a.m. to 2:30 p.m. Session 3

***2020 Summer STEM Camp* Enrollment**

All 1,613 rising sophomores had the opportunity to participate in the camps. Each week, Summer STEM Camp offered 25 seats in four micro-exploratory modules aligned with the AoH four CORE career clusters. Each session offered 100 participant slots. With each career cluster camp supporting a maximum of 25 students per session, up to 75 students had the opportunity to participate in each micro-exploratory module over the course of three weeks.

The majority of the 120 rising sophomores who participated in the 2020 Summer STEM Camp signed up for all three camp sessions - 88 students (65%) signed up for all 3 sessions; 23 students (17%) signed up for 2 sessions; and 24 (18%) for 1 session. The 120 participating students filled 272 (90%) of the 300 total "seats" in Summer STEM Camp; with each module engaging over 60 students over the course of three one-week offerings.

- Public Services had a total of 62 students participate over 3 sessions
- Health Sciences had a total of 66 students participate over 3 sessions
- Business and Information Technology had a total of 70 students participate over 3 sessions
- Engineering and Technology had a total of 69 students participate over 3 sessions

***2020 Summer STEM Camp* Student Demographics**

***Summer STEM Camp* Participant Information**											
Academy	**Unique Number of Students**	**Race**						**Gender**		**SPED**	
		Am Indian	**Asian**	**Black**	**Multi-Racial**	**Native Hawaii**	**White**	**Female**	**Male**	**504**	**IEP**
Bethel	34	0	0	29	1	0	4	24	10	3	3
Hampton	34	0	2	24	3	1	4	17	17	3	5
Kecoughtan	29	0	1	20	1	1	6	12	17	3	2
Phoebus	23	1	0	19	1	0	2	8	15	3	1
Division	120	1	3	92	6	2	16	61	59	12	11

***2020 Summer STEM Camp* Instruction**

The redesigned format transformed the delivery format from building-based camps to a division-wide virtual STEM camp. Each high school took the lead in coordinating and managing the four camps. The concept and planned hands-on, micro-exploratory camp experiences were driven by academy partners, teachers, and current academy students.

- Bethel High School facilitated the Public Services career cluster. The driving question for the *Invigorating Investigators- Using Science to Solve Crimes* module was "what role does Forensic

Science play in law and public safety careers?" Students examined forensic science, fingerprinting, what they tell us, and how evidence is used to solve crimes.

- Hampton High School facilitated the Health Sciences career cluster. The driving question for the *Blood is Life Limb Body in Motion* module was "how does health sciences impact quality of life?" Students examined the role of the circulatory system and components of blood, physical therapy and the impact on the range of motion, use of TheraBand in therapy, and incorporating mindfulness into daily life. (New Horizons Regional Education Center, a secondary education partner, developed the physical therapy curriculum).

- Kecoughtan High School led the Business/Information Technology career cluster. The driving question for the *Eat the Street Food Truck Race* module was "what is involved in creating a successful community food truck business?" Students did a food truck gallery walk, which included creating (1) "business" name, design, slogan, and logo, (2) a food truck menu, and, (3) food truck shark tank presentation.

- Phoebus High School led the Engineering & Technology career cluster. The driving question for the *Great Designs: Bridges, Circuits and Catapults* was "what are the key concepts to applying engineering principles?" Students explored (1) bridge design concepts and weight limits, (2) concepts, physics, and design behind catapults and trebuchets, (3) electricity and basic circuits.

- Students were provided material kits, created for each career-cluster camp module that supported hands-on as well as virtual learning experiences.

Students participated in the daily sessions via Zoom and Google Classroom platforms. Their hands-on experiences were made accessible and more relevant through the EEL provided at-home material tool kits, which were unique to each career-cluster camp module.

An incentive program was developed to encourage student engagement in the virtual learning program and to help maintain a sense of togetherness within the school community. A Certificate of Completion was provided to students who attended three one-week camp experiences with an 85% attendance rate. Students also earned points for attendance, participation and project completion, which they were then able to exchange for gift cards provided by McDonald's, a community partner.

***Summer STEM Camp* Partners**

Academy teams from across the division developed the Summer STEM Camps based on guidance from the employers and industry leaders serving on their Academy Advisory Boards. Additionally, McDonalds, a community partner, provided the gift cards awarded to students based on their attendance, participation, and project completion.

Fall 2020 BizTalk Series

BizTalk 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. In addition to the goal of exposing students to area businesses, business leaders, and career opportunities aligned their academy or career interest, *BizTalk* supports the following student learning objectives: demonstrate listening and speaking skills, demonstrate work ethic, demonstrate career and life-management skills, and demonstrate continuous learning and adaptability.

***Fall 2020 BizTalk* Schedule**

The division-wide *BizTalk* series featured 16 businesses. Each business hosted two complimentary virtual 30 to 45 minute after-school sessions on Monday/Wednesday or Tuesday/Thursday.

	BIZ TALKS SERIES 2020				
BUSINESS	**SESSION 1**	**SESSION 2**	**SPONSORING HS**	**SPONSORING ACADEMY**	**Other Associated Academies**
Riverside Health System	Mon Sept 14	Wed Sept 16	**BHS**	GHSA	HHFS, HT, ACER, AEID, ATE
The Solutions Group	Tues Sept 15	Thurs Sept 17	**HHS**	HHFS (Financial Services)	AEID, TRAIL
Sea Change Entertainment	Mon Sept 21	Wed Sept 23	**KHS**	PAA	ADVP, MAD, ATE
NASA	Tues Sept 22	Thurs Sept 24	**PHS**	ACER	ATE, TRAIL, AEE
VDOT	Mon Sept 28	Wed Sept 30	**BHS**	TRAIL	ACER, AHT, ATE
VersAbility	Tues Sept 29	Thurs Oct 1	**HHS**	HHFS	ATEL, AEID
Draper Aden	Mon Oct 5	Wed Oct 7	**KHS**	AEE	ACER, Maritime
Fort Monroe	Tues Oct 6	Thu Oct 8	**PHS**	AHT	Maritime, AEE
WAVY / Cheryl Tan Media	Mon Oct 12	Wed Oct 14	**BHS**	MAD	ATE, ADVP, AEID
Canon	Tues Oct 13	Thurs Oct 15	**HHS**	ATE	ACER, AEID, TRAIL
Fort Monroe Authority	Mon Oct 19	Wed Oct 21	**KHS**	AEID	TRAIL
Chick Fil-A	Tues Oct 20	Thurs Oct 22	**PHS**	AHT	TRAIL, AEID, HHFS
Hampton Police Department /Fire Department	Mon 0ct 26	Wed Oct 28	**BHS**	ALPS	TRAIL, DVP, GHSA, HHFS
VMASC	Tues Oct 27	Thurs Oct 29	**HHS**	MA	ATE, ACER
Hampton Roads International Montessori School	Mon Nov 2	Wed Nov 4	**KHS**	ATEL	HHFS,
Election Day	Tues Nov 3	NA	NA		
Sky 4 TV	Mon Nov 9	Wed Nov 11	PHS	ADVP	MAD, ATE, AEID

Fall 2020 BizTalk Student Enrollment

While enrollment is open to all students, this extended learning program specifically targets juniors and seniors. Enrollment for each presentation was capped based on speaker recommendation for a successful group size. Target enrollment for the 16 Zoom-linked presentations was 400 seats. The 136 participating students filled 354 of the total "seats" in *Fall 2020 BizTalks* (89%).

Fall 2020 BizTalk Student Demographics

***Fall 2020 BizTalk* Participant Information**											
Academy	**Unique Number of Students**	**Race**						**Gender**		**SPED**	
		Am Indian	**Asian**	**Black**	**Multi-Racial**	**Native Hawaii**	**White**	**Female**	**Male**	**504**	**IEP**
Bethel	30	0	1	24	1	0	4	25	5	1	4
Hampton	20	0	1	16	1	0	2	15	5	1	4
Kecoughtan	31	1	0	21	2	0	7	15	16	2	5
Phoebus	55	0	1	37	5	0	12	38	17	5	9
Division	136	1	3	98	9	0	25	93	43	9	22

***Fall 2020 BizTalk* Instruction:**

Speakers shared their knowledge and experiences of the impact of current and future technology and innovation on their industry and work environment. During the first session they discussed the impact on the Business Culture, including the physical space, communication and collaboration, virtual platforms, and work/life balance. During the second session they addressed the Future of Work with regard to "hybrid skills", including technical, personal and technology skills. Each presentation was recorded and archived as a student and family resource.

Fall 2020 BizTalks Partners

Classroom teachers engaged hundreds of partners for the BizTalk programs they facilitated as part of their classroom instruction. The following partners hosted two sessions focused on technology and innovation:

Fall 2020 BizTalks Partners	
BUSINESS	**Speaker/Organization**
Riverside Health System	Cynthia Reddington, Recruiter, Riverside School of Health
The Solutions Group	Akiem Jones, Founder/CPA
Sea Change Entertainment	Logan Coles, Owner
NASA	Yolanda Simmons, Program Manager
VDOT	Angela Parsley, STEM Education Coordinator
VersAbility	Kasia Grzelkowski, CEO
Draper Aden	Robb Mann, Survey Division Manager
Fort Monroe	Aaron Firth, Park Ranger & and Amber Inwood, Educational Liaison
WAVY / Cheryl Tan Media	Don Roberts, News Anchor
Canon	Romell Sapp, Human Resources Director
Fort Monroe Authority	Glen Oder, Executive Director .
Chick Fil-A	James Perry, Owner
Hampton Police Department /Fire Department	Sgt. Jenerette, Internships/Cap Stone
VMASC	Jessica Johnson, Curriculum Coordinator
Hampton Roads International Montessori School	Michelle D"Antonio, Executive Director
Sky 4 TV	Kathy Yevak, General Manager

2020 Summer Business Institute

Due to COVID-19 and the restrictions regarding building-level and on-site employer activities the *Summer Business Institute* was originally postponed from summer to fall. With schools remaining virtual through most of the 2020-2021 academic year, this experience was cancelled for this grant year as it could not be redesigned and offered in a virtual format without significantly compromising the integrity of the design and impacting the integrity of the experience.

Career Contenders

Career Contenders offer additional learning opportunities for students to demonstrate their skill sets and to connect with business and industry partners in relevant challenges and student competitions sponsored by businesses, trade associations, and student organizations. Due to the pandemic most competitions were postponed or cancelled during the 2020-2021 academic year. As a way to engage students in relevant experiences CTE teachers used instructional time to integrate the available CTE Student Organization competitions within the curriculum to a greater degree. In consultation with CTE teachers and academy teams, it was decided that the additional, out of school time, was not necessary and Career Contenders was cancelled for the academic year.

Career Contenders Extreme Schedule

The redesign has resulted in a more focused approach with two academies at Kecoughtan High School: Academy of Entrepreneurship and Information Design's (AEID) Entrepreneurship and Marketing pathway, and the Governor's STEM Academy of Architecture, Environment, and Engineering's (AAEE) Environmental Studies pathway. In addition, at the Academies of Phoebus we are currently going through weekly, "hands-on" learning opportunities aligned with our freshman seminar class and economics and personal finance to deepen students' financial literacy, with an ultimate goal to help us to secure a vessel for the Floating Classroom.

- December 10, 2020 Kick off for the AEID's Entrepreneurship and Marketing pathway students participated in a work session with Captain Irving, during this synchronous session students shared their ideas, asked questions, and heard about next steps.

- January 25, 2021 Kick off for AAEE's Environmental Studies pathway students participated in a work session with Captain Irving, during this synchronous session students shared their ideas, asked questions, and heard about next steps.

- January - June 2021 - virtual weekly programming using asynchronous learning activities that complimented the synchronous sessions. Length of sessions varied by the topic and aligned experiences.

***Career Contenders Extreme* Enrollment**

The multi-year extreme challenge, Floating Classroom, is vertically aligned to reach ninth- through twelfth-grade students. During the 2020-2021 academic year enrollment opportunities were limited to students in academies at Kecoughtan High School; additionally, aligned lessons were incorporated in Success 101 classes at the Academies of Phoebus as well as the Economics and Personal Finance courses.

***Career Contenders Extreme* Demographics:**

***Floating Classroom* Participant Information**											
Academy	**Unique Number of Students**	**Race**						**Gender**		**SPED**	
		Am Indian	**Asian**	**Black**	**Multi-Racial**	**Native Hawaii**	**White**	**Female**	**Male**	**504**	**IEP**
Kecoughtan	49	1	7	22	1	0	18	25	24	6	4
Phoebus	127	1	0	89	17	0	20	58	69	1	12
Total	**176**	**2**	**7**	**111**	**18**	**0**	**38**	**83**	**93**	**7**	**16**

***Career Contenders Extreme* Instruction**

The challenge is vertically aligned to reach ninth- through twelfth-grade students, as it scaffolds the work-based learning continuum to meet the academic needs of the students while developing the technical skills required for the challenge. This challenge is a student-focused, teacher-facilitated, and business-partner supported project that deepens and applies the academy learning model in innovative and collaborative ways.

- *Self, Career, and Industry Exploration* (Grade 9)
  - Exploration curriculum integrated into Success 101 course in Freshman Academy and in the extended learning programs
- *Industry and Career Exploration* (Grade 10)
  - Baseline skill development curriculum integrated into the pathway course or relevant academy class and applied during the experiential learning
- *Career Exploration and Immersion* (Grade 11)
  - Technical skill development curriculum integrated into the pathway course and aligned with the challenge
- *Career Immersion* (Grade 12)
  - Technical skill development curriculum integrated into the pathway course and aligned with the challenge

With students not in the buildings or able to work on-site on this very hands-on project, *Career Contenders Extreme* was redesigned. Using a hybrid learning model, the virtual modules and. asynchronous learning activities compliment the synchronous sessions led by Captain Irving, his staff, and academy teachers. Key topics covered in the lessons included Aquaponics, Food Waste, Sustainable Cities, and Urban Farming. These links provide detailed information on lessons and information shared with students in Floating Classroom Ms. Chang program and the Floating Classroom Business Entrepreneurship:
https://www.dropbox.com/sh/wpn3eo3ug5ytuzk/AADM5Zt6K7botk54MVX-uwSRa?dl=0
https://www.dropbox.com/sh/wiu4euagpgzc2y4/AAC0ouLlJY0_R4oCZJXu2nITa?dl=0
With the goal of giving students as close to an in-person experience as possible, Flying Classroom provided immersive learning experiences for students online. Using a synchronous online format, Captain Irving led 11 live weekly sessions that allowed the students to engage in a more dynamic exploration of the following topics, ideas, and concepts: urban farming, sustainable cities, food waste, Iceland, aquaponics, and Orbis

(Flying Eye Hospital) - eye dissection. The sessions have also focused on foundational business concepts such as marketing and finance. Time spent with Captain Irving has brought real-word relevance and career exposure to the academy students.

Along with direct access to industry leaders through Flying Classroom, students participated in face-to-face discussions and received individual guidance and mentorship from University of Florida students. Time with University of Florida students and Capt. The learning experiences brought an already designed exploration curriculum to the virtual classroom, which enhanced instructional content and gave students fun and innovative ways to engage, explore and innovate.

In addition, whether students are learning in the classroom or from their living room, they need access to essential learning resources. Academy teams created home supply kits. The prepackaged at-home kits were stocked with the project-specific tools that allow them to participate in hands-on, immersive experiences that encourage and enhance discovery, creativity, thinking and expression.

***Career Contenders Extreme* Partners**

- Barrington Irving, CEO, Flying Classroom
- Mary Bunting, City Manager, and Dr. Jeffery Smith, Academies of Hampton Steering Committee co-chairs
- Gary Artybridge, Manager of Community Relations, Newport News Shipbuilding
- Pam Daly, Brand Strategist, DK Brand Strategy
- HCS Leadership: Dr. John Caggiano, Deputy Superintendent - Curriculum, Instruction, and Assessment; Dr. Raymond Haynes, Executive Director of Secondary School Leadership; Veronica Hurd, Director of the Academies of Hampton; Seth Black, Director of Career and Technical Education; and Kellie Goral, Executive Director of Public Relations and Marketing
- Division Leaders: Veronica Hurd, Director of the Academies of Hampton; Seth Black, Director of Career and Technical Education; Daryle Rodgers, Extended Learning Division Coordinator; Joe Johnson, Academies of Hampton Extended Learning Grant Administrator; Craig Freeman, Education Specialist; Betsey McAllister, STEM Teacher Specialist; Sharon Dixon, Academies of Hampton Project Support; and, Debbie Russell,Academies of Hampton Project Support and Grant Writer
- Executive Principals: Ralph Saunders, Bethel High School; Shameka Pollard, Hampton High School; Mark Dorsey, Kecoughtan High School; and, James Harris, Phoebus High School
- Academy Principals: Tanya Howard, Academy Principal of Media Arts and Design and Transportation, Analytics, Information, and Logistics; Rashaad Pitt, Academy Principal of the Maritime Academy; Sharon Graham, Academy Principal of Architectural, Environment, and Engineering; and Haneef Majied, Academy Principal of Hospitality and Tourism
- Building-level Support: Academy Coaches, Extended Enrichment Learning Coordinators, and Challenge Lead Teachers

2020 *Summer Business Institute*

Cancelled due to COVID and unable to redesign as a virtual experience. Prior to being cancelled implementation planning had been completed.

2020 *Summer Business Institute* Schedule: Not Applicable

2020 *Summer Business Institute* Enrollment: Not Applicable

2020 *Summer Business Institute* Demographics Not Applicable

2020 *Summer Business Institute* Instruction and Partners

The four-week career institute that is aligned to their college and career academy, students collaborate with peers and mentors to solve a business challenge through research, critical thinking, problem-solving, and communication. Students create a proposal or recommendation and present their findings to a business panel. Here is a summary of the planned academy aligned employer-driven challenges and the associated partners.

Summer Business Institute for Rising Juniors & Seniors (2020)		
Academy	**Partners**	**Challenge**
Bethel High School		
GHSA	TNCC Health Sciences Department	"The Healthcare Road Map" Design a Healthcare Conference site map that illustrates career paths and hands-on displays
ALPS	Hampton Police Department	"Crime Files" Propose a system that captures important investigative evidence and details at a crime scene
TRAIL	Hampton University	"The Transit TrAIL" Develop a product that provides the advantages of a Bus Rapid Transit for high school youth
MAD	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		
ATE	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.
HHFS	Versability	"On My Own, Earning My Way" Design an employment model for HCS students' with disabilities (18-21) to be hired by Versability
MA	Youth Sailing	"Shore to Sail" Upon learning basic water safety and sailboat skills and techniques, Maritime students will propose a Youth Sailing Cadet program.
Kecoughtan High School		
AAEE	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.
ATEL	Downtown Hampton Child Development Center	"The Little Genius" Create a STEM learning lab for Preschool students.
AEID	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?
PAA	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		
ACER	ECPI Spectrum	"Breathe Easy" Engineer a prototype that transforms a manual resuscitator into a functional low cost ventilator.
AHT	Chesapeake Leisure, LLC	"Made From Scratch" creates various "signature" gourmet cookies, using a specialized mixing and production method, that local chefs accept to be served at a local celebratory event.
ADVP	SKY-4 TV	"The Trickle Down" Create a multimedia pitch to increase advertising during an economic recession.

2020 Summer Internships

EEL works with academy students to prepare for and secure paid and unpaid internships that align with their interest and career goals. Hampton City Schools coordinates paid summer internship opportunities for academy students in collaboration with the City of Hampton's Summer Youth Employment Program (SYEP). The employment program was created in 2014 to offer youth economic opportunity and job skill development while providing a pathway to future employability to Hampton City School students or Hampton residents, age 16-24, within city departments, local businesses, and nonprofits. In 2018, the city committed to dedicating 80 paid SYEP internships to provide work experiences for Academies of Hampton (AoH) students. The collaboration between SYEP and AoH has provided the right environment to construct the program and specific job placements around learning and practicing skills. The recruitment of job sites with city departments and the college and career academy partners aligns with the goal of providing relevant and meaningful work experiences that allow students to discover, explore, and investigate careers or career fields of interest while gaining real work experience.

2020 *Summer Internship* Schedule

- January 27,2020 - Applications for the Summer 2020 program opened to students interested in growing their skills and work experience. Applications were received through the City of Hampton's online hiring site. The announcement was posted on the City's hiring site and promoted through a variety of media outlets as suggested by Marketing Inc, the City's marketing department. Each high school's academy coach and EEL coordinators used internal media tools and direct outreach strategies to inform students of the opportunity and to make them aware of the application. Once all the applications were received, Human Resources forwarded them to the Office of Youth and Young Adult Opportunities, the department that oversees the SYEP.
- February 24, 2020 - Application process for the Summer 2020 program closed. Interested applicants experienced a competitive application and hiring process that mirrors the job hiring process. Once all the applications were received, Human Resources forwarded them to the Office of Youth and Young Adult Opportunities.
- March 2020 – Prior to interviewing, EEL and SYEP staff worked together to determine student interest and availability in order to best match students with suitable host sites. Applicants were matched with employers based on the agency's needs and the student's interests and prior relevant experiences (note: prior work experience is not required). Staff worked to make placements based on the students' Academies of Hampton program selection.
- March-April 2020 - Host sites agreements finalized. Seventeen city departments and 17 local businesses, including childcare facilities, small businesses, restaurants, etc applied to be host sites. In partnership with the City Attorney's Office, all applicants were vetted to ensure that the business had a license to operate, insurance and was in good standing in the community. Once those qualifications were met, contracts were drafted and signed by the business or organization, the City Attorney's Office and the City Manager.

- April 2020 - Interviews for Hampton City Schools' students were scheduled through the guidance counselor's office. Interviews were generally 15 minutes each and all Academies of Hampton applicants that met the qualifications were interviewed.
- May 2020 - Offers, which were made after all interviews were completed and staff deliberated to determine which students would be selected for the program, were made through the guidance counselor's office or with the student directly. When the offer was made the student was also notified of the mandatory parent/student orientation in which the participant would be completing their hiring paperwork.
- May 11, 2020 - New hire orientation, facilitated by the City of Hampton's Human Resources Department at the Ruppert Sargent Building. At this parent/student orientation, HR reviewed and provided assistance for the families to complete hiring paperwork and SYEP staff explained the program and answered questions. The orientation was held in May to allow parents and students sufficient time to provide all the necessary documentation before the program started; required documents included banking information for auto deposits and student photo I.D. and social security card or birth certificate. At the conclusion of the orientation, all forms were collected and the students were provided their start dates.
- July 2020 - Mandatory 20-hour pre-employment training to help students develop soft skills that support employment success. The topics included financial literacy, customer service, professionalism, work ethics, leadership, conflict resolution, credit building workplace etiquette, etc. Presenters were from both the city and the community. Students were observed during training week to make sure that placement sites matched their personalities and interests.
- July 13th - August 28, 2020, a total of 7 week - due to COVID, the program ran 3 weeks shorter than planned. With a shorter timeframe than the planned 10-week program, students were allowed to work more than 20 hours a week. Their work schedule and hours worked varied, depending on student availability and employer needs.
- August 2020 - End of summer celebration.

2020 *Summer Internship* Enrollment

All academy students Applicants must be at least 16 years of age on or before June 1, 2020. Applicants must live or attend school in the City of Hampton**.** All program hires earned $10 an hour and were paid by the Office of Youth and Young Adult Opportunities. A total of 120 students were offered the opportunity to participate in the program but due to COVID-19 there were only 31 Academies of Hampton students selected to continue in the program: 6 Bethel High School students, 4 Hampton High School students, 15 Phoebus High School students, and 3 Kecoughtan High School students. In addition, one Bridgeport Academy (the alternative education program for **Hampton** City Schools) student.

2020 *Summer Internship* Demographics

***2020 Summer Internship* Participant Information**											
Academy	**Unique Number of Students**	**Race**						**Gender**		**SPED**	
		Am Indian	**Asian**	**Black**	**Multi-Racial**	**Native Hawaii**	**White**	**Female**	**Male**	**504 or IEP**	**FRL**
Division	31	0	1	24	2	0	4	16	15	11	12

2020 *Summer Internship* Instruction

Historically all internships have been in-person, on-site opportunities, however, COVID restrictions meant most of our 29 students accepting a SYEP placement and two accepting placements with GHSA advisory board members worked virtually. All attempts were made to place students within work experiences that best align with their interests, career goals, and skill sets.

Success coaches provide support and guidance to students throughout their experience with SYEP, from recruitment to post employment celebrations. Each student had a life coach personally assigned to them to help ensure each student experiences and achieves the following through their work experience.

Apply skills and knowledge learned in academy classes to workplace experiences in a variety of roles with government agencies, school departments, libraries, community organizations, local nonprofit organizations.

Learn important lessons about how to obtain a job, how to keep a job, and how to become professional.

Cultivate professional and personal career aspirations while building solid work experiences and abilities that build a solid resume.

Develop crucial problem-solving and public speaking skills while attending business meetings and participating in projects.

Develop a corporate business sense by learning how their "department" and their role contributes to the overall organization.

Understand how practicing good business etiquette creates a professional, mutually respectful, and productive work environment.

Mandatory week-long orientation and training: In addition to learning program requirements, the pre-employment training focused primarily on basic work fundamentals and soft skills. Topics covered included punctuality (arriving at the designated work location on time as scheduled); time management; professionalism; appropriate dress; communication, problem solving and teamwork and conflict resolution.

Transportation can be a major roadblock for student engagement and can lead to inequitable access to many placement opportunities. While SYEP staff work hard to facilitate placements that minimize or remove transportation as a roadblock, it is not always possible to do so. Through Hampton City School efforts and the city of Hampton sponsorship, students now have access to the *Student Freedom Pass*. The Student Freedom Pass provides young people ages 13-17 years old with unlimited free rides on Hampton Roads Transit's bus, ferry, and light rail services. Service is available in the cities of Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, and Virginia Beach, which provides greater job placement opportunities for our young people. The

Student Freedom Pass expires two months after the student's expected high school graduation date, or their 18th birthday, whichever is later. This program helps to create equitable access by removing a major barrier - transportation.

2020 *Summer Internship* Partners

Leadership: Hampton's Office of Youth and Young Adult Opportunities provides overall management of the SYEP. Hampton City Schools' EEL program manages the recruitment of academy students between the ages of 16 and 19. Both organizations shared responsibility for staffing the Success Coach positions and monitoring each site.

Success Coach: Each student works with a success coach, who is responsible for ensuring a smooth on and off boarding of students in their positions, including close support, mentorship, and guidance to both participating students and their respective employers. Success Coaches maintain regularly scheduled meetings with each student and employer. Student and employer meetings provide an opportunity for students to reflect on their experience and support ongoing conversations between the employer and student to set professional goals designed to assist the student's growth. Additionally, Success Coaches provide employers and students whatever support was needed to make the summer internship experience a success for all parties.

Site Supervisors: The site supervisor is responsible for providing direct and indirect supervision, orientation and training, and guidance; and, giving constructive feedback on performance and work skills. Employer specific orientation topics include explanation of duties and responsibilities; work schedule and expectations; applicable policies and procedures of the employment site; who and how to notify when an employee will be late or absent; review of safety procedures and importance of reporting accidents; and time sheet reporting and procedures. Additionally, site supervisors are expected to attend the mandatory Host Site Training, the Student Meet and Greet kickoff event, and the End-of-Summer Recognition program. Community partners also facilitated training, offered guest speakers, and supported end of summer recognitions and celebrations.

Pre-employment Trainers: The presenters included Steven Dennis and Shaikyra Dailey from the City of Hampton's HR Department, Tremaine Willis from Mind Over Money, Karen Baker from 4H, Patty Parker from Risk Management, and Kelli Baylor, Chief Executive Officer at Anchored in Hope LLC.

Host Sites: Seventeen city departments and 17 local businesses, including childcare facilities, small businesses, restaurants, etc applied to be host sites. The City Attorney's Office vetted applicants to ensure each business had a license to operate, insurance, and in good standing in the community. Qualifying organizations received contracts signed by the business or organization, the City Attorney's Office and the City Manager. 18 sites participated in the 2020 Summer Youth Employment program.

SYEP 2020 Host Sites			
City Departments	**Participants**	**Local Businesses**	**Participants**
Athletics	1	Community Knights	2
Bluebird Gap Farm	1	Convenient Healthcare, VA	1
Buckroe Beach Park and Fishing Pier	1	ETHOS	2
Hampton Dept. of Human Services	1	Ft Monroe Stewardship	8
Hampton Sheriff's Department	2	Hair 4 U Beauty and Barber School	2
Little England Cultural Center	1	Mekos Skate Park	2
Sandy Bottom Nature Park	1	Newport News Sheriff's Office	1
Therapeutic Recreation	1	Queens Crown	2
West Hampton Community Center	1	The Upper Room Experience	1
Academies of Hampton 2020 Host Sites			
Luxur-Eyes Optometric Center	1	Orthopedic Spine Center	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;
As a division, we promised our students, families, and community to deliver a wide range of career development and work-based learning opportunities to all high school students. The school-business partnerships that provide support and training for students have been the backbone of the Academies of Hampton's efforts to equip young people with the skills they need to be successful in college and careers. Over the last four years, these partnerships have provided students access to job fairs, college tours and industry visits, career shadowing, work-based learning projects and experiences, internships, and summer employment experiences.

EEL continued to work closely with CTE teachers, Academy Advisory Boards, and community partners to develop extended learning experiences steeped in career exploration and work readiness skill development. Every EEL program and activity has been supported by industry and business, and frequently led and facilitated by these partners. Our business partners include local and regional employers as well as relationships with national and global organizations made possible through virtual platforms.

Over the last year, Hampton directed significant and very intentional effort towards *Transforming Business and Civic Engagement*...engaging employers, educators, and community leaders in a purposeful and sustainable way to integrate real-world into the classroom experience.

Formalized Partner Agreements

Hampton City Schools serves almost 6,000 high school students, and we are committed to providing work based learning experiences to each student annually. The question we must answer: how do we make these opportunities available to all? The answer is increased involvement and support from local industries and employers. As a division, we must build and sustain a larger network of supporters. By continuing to build our partnership base, we will bridge the skills gap, provide access to new technologies and tools in redesigned learning spaces, and support career-related experiences that put students on a path to career and college success.

The Academies have many relationships, of varying intensity, with hundreds of local stakeholders, including businesses, postsecondary institutions, local government, and community organizations. Some of these alliances have been built on strong, collaborative relationships. Others have been short-term affiliations with businesses who have provided one-time only or "limited engagement" style support. All of these relationships are important and valued, as they each share knowledge, experience, and resources to support better learning outcomes for our students.

Moving from pockets of successful partnerships to sustainable support and division-wide success hinges on our division's ability to build upon the significant school and community assets we possess and identify the opportunities to create stronger collaborative relationships with local and regional businesses, postsecondary institutions, and community organizations and our collective agreement to scale up partnerships.

To meet the needs of our students, community, and division, and the demands of the transformation, we launched a Business Partner Integration Plan that outlines the structures and processes we are using to launch a partnership, refine existing partnerships, and scale up all engagements in order to meet 100% of student need for annual workforce development experiences. We have written a Business Partner Integration manual that gives our staff practical tools, resources, and tips to help them formalize our relationships that give students access to new technologies and tools in redesigned learning spaces and career-related experiences that put students on a path to career and college success.

There are many different ways a partner can help our students prepare for college and get ready for the workplace. Postsecondary partners provide support for college credit opportunities by helping us increase dual enrollment opportunities and supporting student success in college credit courses as well as offering all students

with college exploration, preparation, and transition experiences. In addition to helping us ensure academy and pathway curriculum aligns with existing and emerging industry needs, our business and community partners support an academy or career pathway through many different strategies, including but not limited to the following:

Business Partner Engagement Opportunity Grid			
Academy Advisory Board and Industry Partnership Council members	Business contacts	Career club competition judging or sponsorship	Career exploration fair participant
College and career guidance, mentoring, and planning assistance	Curriculum advisor, instructional guidance, and classroom instructor	Employability and life skills training	Field trip destination
Guest speaker	Industry-connected equipment, supplies, and materials donations for library or classroom	Job search skills (resumes, applications, interviewing)	Job shadowing opportunities
Marketing assistance	Meeting space and training resources at a business facility	Scholarships	Staff development including teacher externships or experiential learning experiences
Student project facilitation	Student work experiences through internships, part-time jobs, and youth apprenticeships	Technical training, tutoring, and industry certification preparations	

In recognition that partner assets, interest, and availability vary, the Business Partner Integration Plan offers multiple partnership options: Named Partners, Postsecondary Partners, Advisory Board members, and Academy and Pathway Partners. Each partnership is based on the needs and resources of the school, the academy/pathway, and the partner. Cost and time commitments vary based on the level of commitment and from program to program and partner to partner. While there is no single model of partnership, nor one best way a partner can be involved in the learning lives of students, all partnerships are designed to help students see, build, and realize a vision of what is possible in their life through learning.

T**he school-business partnership is limited only by imagination**. By being deliberate in our processes, we are compounding our business partnerships to provide the *promised* community-connected, work-based learning experiences for all our students. Following the timeline below, we are in full court press to launch, strengthen, and expand on authentic business integration within all academies and pathways.

Academy partner engagement is a cornerstone to the successful implementation of career-connected education. We are securing formal agreements documenting our partnerships with our advisory board members and their organizations. Onboarding and preliminary conversations have been initiated with organizations in which we have existing relationships; and, by the end of the school year, we expect a significant number will result in formalized partnerships, as documented by Letters of Support and Letters of Agreement that document the commitment and the type and level of support. In preparation for Phase 3 - Engage new partners, all Academy

teams have conducted a gap analysis to assess critical career academy/pathways needs, determine partner gaps, and identify whether or not there are natural partners or resources within the community to meet the identified academy/pathway need and partner gap.

The Business Partners Integration efforts are ongoing.

- February-April 2021 - PHASE 1 Document and formalize the existing collaborative partnerships between the school division and our highly engaged business partners through letters of support.
- April 2021 - PHASE 2 Connect with businesses in which we have had a short-term relationship to enhance the partnership with the school division and secure an ongoing commitment to support curriculum development and real-world experiences that build the skills and competencies needed for success in higher education and the workplace.
- May 2021 - ongoing - PHASE 3 Build and launch new partnerships that allow us to expand opportunities and build capacity to honor the promise made to Academies of Hampton students.

In addition to the efforts to formalize Academy/Pathway partnerships, the Steering Committee and Academies leadership are currently negotiating with possible Named Partners and a Named Postsecondary Partner. A multi-pronged approach is also being deployed to inform the community at-large, industry leaders, and employers about the opportunity to be a named partner for either an academy or pathway. We expect to release information about the first Postsecondary Partner in May and the first Named Partners by the end of the school year.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;

Barriers to Implementation

Distance Learning Environments

Virtual learning provided a means to engage larger numbers of students and offer opportunities that allowed students from across the division to work together. While some of our students thrived with this platform, many did not seem to be engaging in it. We saw considerable attrition between registration numbers and participation. Many programs and specific activities (e.g. Fall 2020 BizTalks series) had significant numbers of students registering, however, student engagement with these virtual experiences was relatively low.

While we embraced virtual learning and transformed most of the enrichment learning experiences and 100% remediation programming to online platforms. Support, student recruitment and engagement proved to be challenging for all programs for a variety of reasons:

- Inaccurate or old student and parent email addresses interfere with program notifications, recruitment and on-going engagement, all of which can lead to access and participation inequities.
- Students and parents do not regularly check their emails which also impacts timely notification, meeting registration deadlines, and ongoing communication about upcoming activities.
- ***With remote-learning setups mimicking a full day of school, students hit their limits with certain kinds of screen time. For virtual learning strategies to be successful we must design experiences around what gives students meaningful experiences and meets their social interaction needs.***

- ***Prior to or staying engaged in optional programs students consider whether or not a learning activity is worthy of their time and effort. We have found this to be especially true with virtual programming. Whether you are talking about the current lesson/activity or the duration of a course/experience, the teenage attention span is short and we must plan accordingly. We have found students prefer programs and activities with shorter timeframes and that programs requiring longer commitments struggle with retention. Striking a balance between the short-term and the long-term experiences will be key.***

Virtual learning presented engagement issues that needed to be intentionally addressed:

- Personal connections: When programs are in person and we have face-to-face interactions with students we get a better sense of who may be not engaging and can easily check in to see how things are going. During distance learning, it's harder to have those one-on-one conversations.
- Structure and support: In-person learning provides structure and readily available resources to support students in their learning and keep them engaged and on track, and achieve success. Virtual learning environments require students to be more independent and responsible for their own learning. If they fall behind or get off track students get frustrated; instead of trying to catch up or ask for help they disengage instead. We must be attentive to giving students strategies for making the work more manageable, and when they start to fall behind or their attendance or participation wanes, we need to step in with personal and direct contact to re-engage them.
- Content accessibility: Although all students have school-issued technology devices and support to ensure WIFI accessibility, we need to be sure that we are making the programs accessible and relevant to as many students as possible.
    - Activities that required materials and resources to do the projects and participate in the enrichments provided students with take home materials; when students could not pick up the kits EEL staff made home deliveries. These kits provided the key resources students needed, however, we need to consider supplying the ancillary supplies such as tape, scissors, etc. These 'home office supplies' are readily available at school but may not be available in the students home.
    - While students have the technology and access they need to participate, content being presented in new ways can be challenging and impact engagement. It takes time to use and feel comfortable with new platforms that require different ways to engage. We need to ensure students are fully aware of the systems being used and understand how participation in specific programs or activities will work. Without the advantages of being in a physical environment with students, addressing the different learning styles and ways students process information(auditory versus visual versus tactile) requires greater attention in a virtual platform.
    - The stress and challenges of the pandemic may also result in students struggling with seeing the relevance of the content in the current environment.

Student Recruitment and Engagement

Most programs faced challenges in recruiting and retaining students.

Student engagement starts with the recognition that they are essential partners in developing approaches, delivery, student-driven assessment and evaluations, and outcomes. One area that we must address is ensuring authentic engagement, which has two immediate advantages - programs that meet students' interests and needs while also providing youth an opportunity to build their leadership skills. Whether we use paper surveys, in-person focus groups, or online feedback, such as Zoom meetings or SurveyMonkey, we need to better engage our students to determine (1) what barriers keep them from participating in out-of-school time programs; (2) what would motivate them to attend EEL programs; (3) what activities would interest them; and (4) what hasn't been offered that should be.

In addition to student engagement in program development, we need their support as we review program offerings and think about how well they align with the needs and interests students identified.

Student recruitment and retention requires an "all hands on deck approach." Covid highlighted the need for stronger collaboration between EEL coordinators, community partners, parents, and academy principal/ teacher teams to develop comprehensive recruitment and retention strategies that connect to diverse student populations, especially those who are traditionally less likely to participate because they do not feel strongly connected to the school community. While all students are welcomed, strategies to recruit Tier 2 students must be developed.

Teacher Recruitment and Engagement

As we have implemented EEL's career-connect instructional strategies we have relied heavily on CTE teachers playing the lead role. Expecting CTE teachers to carry the full responsibility for after school and Saturday programs is not reasonable, nor is it sustainable. Recognizing that all teachers handle a full course load during the day, we must transition from relying primarily on CTE teachers to all academy teachers, including core teachers, Additional professional development and coaching will help teachers develop a comfort level collaborating with businesses and designing programs that tap into students' interests and abilities while helping them absorb academic and career/technical subjects that will improve their chances of success in college and careers.

Aides to Implementation

Distance Learning Impact

Although distance learning is by no means an ideal situation, the Academies of Hampton rose to the occasion. Through creative, out of the box thinking, staff, faculty, and community partners have designed and implemented strategies that provide students a strong sense of community as they engage in rigorous academics aligned with college and career exploration and preparation experiences designed to strengthen their workplace readiness skills. While COVID pushed us to engage and implement a virtual world of learning and application that we had not seen or considered before, it also revealed new and innovative possibilities.

Over the last year we have discovered that by embracing the virtual environment we have harnessed the creativity, ingenuity, and innovative talents of our teachers and business partners in creating more powerful learning possibilities and using different teaching strategies. The virtual and hybrid approaches are ones we can—and should—take back to the physical classroom when we return to face-to-face instruction and learning. Based on teacher experiences and student, parent, and business partner feedback, future academic instruction and work-based learning experiences will blend traditional models of education with greater utilization of online and virtual components. Leveraging many of the benefits that virtual learning provides, teachers will focus on *what* is taught and how it is taught rather than when and where they are teaching. Teachers will focus their energy on the many possibilities, let their imagination guide the experiences they give students. Students will discover and explore their interests, careers, and the world, through virtual opportunities our students will go where the bus can't.

When we think beyond the immediate crisis and sense of catastrophe and allow our imaginations to be free of constraints, we discover the silver linings in situations. As we found with classroom instruction and in the extended enrichment programs, meeting the challenges presented by COVID allowed us to discover new practices that can be applied to the post-COVID classroom. Together, our teachers, administrators, and business partners rethought instructional design and discovered new and exciting ways to use 21st century technology to provide more interactive lessons and robust learning experiences. Because virtual learning doesn't depend on location, our remediation efforts and extended enrichment learning programs have incorporated virtual learning to extend and enhance students' education. The COVID lessons learned support our goals of providing all students an equitable and high-quality education.

The following successes, which are directly attributable to virtual learning, are our "silver linings" and offer opportunities that can be incorporated into future planning and implementation.

- Allowed students who were not normally able to participate in after school activities access to extended learning programming
- Brought greater access to national and global businesses, providing learning opportunities not available in on-campus programs Using Zoom allowed us to include professionals from all over the country. e.g. the representative for On Stage: Performing Arts was a movie producer in California!
- Provided guest speakers greater flexibility to speak with students
- Connected our students to students and employers from other communities

- Offered greater flexibility in scheduling and programming, which also removed participation barriers as students from across the division participated in programs, unlike onsite activities that are limited to students attending that high school
- Discovered new ways of thinking about teaching, learning and the traditional classroom
- Improved peer-to-peer cooperation and collaboration skills in a virtual environment, which is becoming more prevalent in 21st century work environments. As students owned the collaborative process they created their group norms and expectations, listened to one another for new ideas, negotiated in next steps and in the decision-making process.
- Captured and used the power of teacher and business partner imagination and appreciated the importance of innovation when adapting to change
- Promoted cross academy engagement, from schools across the division, in projects that had aligned with multiple academies
- Recognized that virtual learning is not an "extra" learning experience offered online but a learning experience that is integrated within the curriculum and designed to be experienced online

Summer Internships

Limited 'coaching' staff resulted in many students not receiving the level of support needed. Site visits were very brief and not as frequent as some of our students needed. Additional Success Coach would provide students more opportunity to be mentored and coached on an individual level. The City and Hampton City Schools worked together to on-board more Success Coaches for the 2021 SYEP. With more coaches, each coach will have fewer students and business to support. Each coach will have the time to provide participants more direct one-on-one communication and offer personalized plans and support designed to remove obstacles, resolve issues, create solutions, and support student growth and development. Additionally, they will have more time to work closely with host sites and support employers.

A few of our external host sites did not complete the requirements/contracts in time to participate in the 2020 SYEP program. This resulted in fewer opportunities and, more importantly, changes to original matches made based on student interests and expected employment opportunities. We had students who went through the application and interview process who could not be placed in their planned placements or placed in any paid internship. Effective with the 2021 SYEP, host sites were recruited earlier and contracts secured prior to selecting the students. This ensured that all requirements were met before the SYEP conducted interviews and that student expectations for their placement opportunities could be honored.

21st Century Learning Environments

The Academies is committed to creating authentic learning environments that mirror industry workplaces. This is being accomplished in two ways: providing students access to modern, industry tools and equipment that are relevant to the 21st century workplace and transforming the secondary school experience by revisioning and reconstructing the physical brick-and-mortar learning spaces.

Despite a world pandemic, Hampton City Schools made significant facility improvements over the last year to six of our sixteen college and career academies. This transformation included but is not limited to the demolition of existing spaces; the construction of new spaces; and the installation of new walls, electrical services, cabinets,

labs, furniture, electronic equipment, televisions, ceiling grids, tile, LED lights, and flooring. Through this focused effort, our students returned to school in March 2021 to discover state-of-the-art learning labs, to include: a new digital video production studio, a cybersecurity classroom and lab, a law academy courtroom, a health science classroom and lab, a world banking learning lab, and an entrepreneurial classroom.

Since the inception of the academies, the school division has worked each year to transform traditional classrooms into industry-informed state-of-the-art learning environments that incorporate hands-on learning spaces. The six Academies of Hampton transformations identified above are in addition to several previously completed capital improvement projects in other career academies at Bethel, Hampton, Kecoughtan, and Phoebus high schools, including 911 call center and police simulation lab, Makerspace, welding and piping lab, and hydroponic greenhouse. http://www.hampton.k12.va.us/news/2020Oct/learningSpaces.html

Along with equipment installed in newly renovated classrooms and pathway specific equipment purchased through general funds, Kecoughtan received one of 16 VDOE 2021 Career & Technical Education Competitive Innovative Program Equipment grants. $37,500 will help to expand the modern equipment available to young entrepreneurs and give them access to technology that is currently being used in the business and marketing industry. Specifically, funds will purchase technology that allows student creations to be shared digitally, or reproduced physically on various mediums. The new equipment will naturally synergize with the existing equipment and enhance learning experiences for teachers and students using the Makerspace.

Program Recommendations/Opportunities for Growth

E-learning Fatigue

Virtual learning provides a robust and exciting alternative to in-person learning. However, the transition to e-learning was sudden for students, teachers, and our partners. With schools closed to in-person learning for most of the school year, many of the after school programs were significantly impacted. Both student enrollment and ongoing participation declined.

Our school and business environments are transitioning to the "new normal", where learning and work will be through blended approaches of in-person and virtual experiences. Therefore, we must explore and implement strategies to combat e-learning fatigue which is likely to be part of our new normal for schools and the work environments. We need all stakeholders to be equal partners in helping to drive greater student interest and engagement. Moving forward we must collaborate with and ensure all stakeholders are equal partners in helping to drive greater student interest and engagement. We must be mindful that once we have the students engaged we are attentive to e-learning fatigue and offer highly interactive and participatory experiences.

Academy STEM League

Consider adjusting the length of the program. Academy STEM League PBLs typically run the duration of the academic year, at least one full semester. Students retention data and anecdotal evidence suggests students lose interest when the projects seem to drag on. There are two immediate benefits to shorter PBLs (monthly or quarterly projects): increased student engagement and stronger connection between current classroom instruction and the real world experiences offered through and the immediate classroom instruction.

BizTalks

Reduce the number of sessions from two (45-60 minute) sessions to one 90-minute session and strengthen student preparation as a means of creating greater interest and engagement. While students had a list of speakers and a very brief bio, we should offer fun activities that generate excitement about the upcoming session(s). Planned pre-session experiences should 1) let students know who the speaker is and why they were invited; 2) familiarize students to the speaker's aligned industry; 3) emphasize the opportunity to explore potential careers that align with the students career goals; 4) allow students to visit the company website to learn what the company does, why it is important, and what careers they offer; and 5) include an activity where students write

questions they want to ask speakers. Immediately after the presentations students discuss the experience and reflect on how this reinforced or changed their career plans.

Summer Internships

With the experience of both in-person, virtual, and hybrid internships, we have found that the some benefits experienced over the last two summers should be applied in planning future internship opportunities. Expand recruitment of summer internships to local and global employers with telework opportunities. Telework options may effectively remove participation barriers thus creating greater equity of opportunity and access. For example, telework 1) removes transportation barriers to local employers and opens up job opportunities outside our geographic area; 2) eliminates the cost and time associated with students traveling to meet in person at a centralized locations for professional development and check-ins; 3) increases the option of offering specific projects that allow for multiple, shorter internships within one summer; and 4) builds experience in teleworking, which is becoming increasingly part of current and future business models.

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 FY21 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.

As a community, Hampton City Schools along with business and industry, postsecondary, government, civic, and community partner made a promise to our students, their families and the community: all students will graduate college, career, and life ready (Portrait of a Hampton Graduate) and prepared for success in the workforce of the future. Through the integration of career-aligned curriculum and experiential learning, together we ensure that no talent is left undeveloped and every student has ready-access to real-world learning opportunities. Therefore, school-time and extended learning experiences are designed to improve education and learning outcomes for all young people, while ultimately ensuring students have genuine opportunities to develop the skills and competencies for postsecondary success, whether its immediate employment, enrollment in a post-secondary institution, or enlistment in the military.

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

Objective 2: By 2021, no fewer than 95% of Cohorts 2020-2022 will be promoted to the next grade and 100% will graduate on time prepared for postsecondary learning and careers.(Defined by *Portrait of a Hampton Graduate* and demonstrated by earned college credits and recognized industry certifications.)

The Academies of Hampton 1) evaluates EEL program activities to ascertain whether or not they were implemented as intended and resulted in desired outputs and 2) assesses program or activity effectiveness in achieving the stated goals. Various measures are used to assess program impact.

Assessing Program Impact	
Student Outcome Measures **Traditional and Non-traditional**	Academy Enrollment and Demographics Academy Acceptance to 1st choice, 2nd choice, 3rd choice Business Partnerships – number expressing commitment Business Partner Involvement – number of support hours per partner/per company
Qualitative Measures	Student satisfaction with the academy, pathway, extended learning experiences, enrichment opportunities Student perception of challenge/rigor of work* Student perception of the relevance of work* (DD) Academy graduate reflective/peer Student perception of the relevance of work* (DD) Academy graduate reflective/peer rating on soft skills
Traditional Outcome Measures (by cohort and academy)	Attendance, discipline infraction rates, Grade Point Average (GPA)Academy and EEL Program Completion Rates & Transfer Rates Standards of Learning (SOL) and SAT performance Industry Certifications Earned Diplomas Earned (by type) Dual Enrollment credits earned Students' completion of 4 or more credits in math Students' completion of AP and IB courses Scholarships earned by graduates
Student Postsecondary Readiness Outcome Measures	College Acceptance Rates* College Readiness Rates (no developmental coursework required) College Attendance Rates Percent of graduates employed in Hampton Percent of graduates staying in or returning to Hampton Employers' perceptions of graduates' skills

Division-wide Data (Source: Promotion Rates-EOY File 20-21 and Graduation Rate-SSWS)

Cohort	Promoted to 10th	Promoted to 11th	Promoted to 12th	Graduation Rate	Comment
2020	82.4%	83.4%	81.4%	96.2%	Did not participate in Freshman Academy or scaled up college and career academies
2021	82.2%	83.9%	89.1%	96.86%	First cohort to enroll in Freshman Academy followed by 3 years in a themed academy
2022*	83.7%	89.7%	82.49%	NA	Comparing **Cohorts 2020 and 2021** show about the same promotion for 10th grade rates, slight increase for 11th grade promotion rates, and significant increase for 12th grade promotion rates. **Cohort 2021** shows stronger promotion rates.
2023*	92.4%	81.46%	NA	NA	
2024*	81.74%	NA	NA	NA	

***Cohort 2022, 2023, and 2024** show stronger promotion rates from grade to grade until students until a year of 100% virtual learning due to the pandemic

EEL Data (Source: Promotion Rates-EOY File 20-21 and Graduation Rate-SSWS, accessed 8-23-21)

In 2020-2021 EEL programming primarily served 9th and 10th graders. When comparing promotion rates between EEL participants and their cohort, we find slightly higher promotion rates. Overall, there was a 1.78% higher promotion rate of EEL 9th and 10th graders to the next grade level. Specifically,

- Cohort 2024: 1.29% higher promotion rate for EEL 9th graders
- Cohort 2023: 2.04% higher promotion rate for EEL 10th graders

Other traditional outcome measures provide additional comparison information.

- Attendance: Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Attendance data for 2020-2021 showed us that the average school year attendance for EEL students was 97% while the average school year attendance for non-EEL students was 96%.
- Behavior: Specific behaviors are linked to academic achievement. In past years we have tracked chronic absenteeism and suspensions and compared rates between EEL students and their cohorts. With students in 100% remote learning for the summer 2020 and academic year 2020-2021 programs, there is not enough data to make a comparison.

EEL offers inclusive learning and enrichment activities that provide all students with access to academic and career-focused programs. However, marketing and recruitment efforts target students who are struggling and at-risk of falling behind or already behind and at risk of not graduating with their cohort. Therefore, what is noteworthy in the data is the comparison of promotion rates among students who are off track for promotion to the next grade level and at risk of not graduating with their cohort. EEL participants in two very important categories show significant differences. Specifically,

- Students one year behind grade level: 7.03% higher promotion rate for EEL participants
- Students two year or more years behind grade level: 12.25% higher promotion rate for EEL participants

EEL 2020 - 2021 Program Data

Fulfilling the promise requires delivering a wide range of career development and work-based learning opportunities to all high school students. The hundreds of school-business partnerships are equipping young people with the skills they need to succeed in college and careers. Over the last four years these partnerships have provided many students access to career fairs, college and industry visits, career shadowing, authentic work based learning projects, internships, and summer employment experiences.

Hampton City Schools - Academy STEM League	
Academy	***Accomplishment***
ADVP	After researching how our justice system works and why there are issues with the execution of 'Law & Order' from constituents, **students** decided to inform their community on the racial injustice in America to include Systemic Racism, Police Brutality, and the Power of Media. They reported on the education, justice, and political systems, as well as recent involvements of police brutality. They ended the presentation discussing the power of the media describing multiple ways the media can influence the public such as to inform, educate, persuade, and sell. They emphasized how their voices can change the narrative to the narrative.
ACER	After researching the environmental impacts of a tiny house and the benefits of a SMART home, students designed an efficient and environmentally friendly tiny home. They created blueprints and prototypes of their own tiny homes. Students used a kit model to explain the benefits of reducing the carbon footprint in the world. They concluded their project with a presentation designed to persuade home buyers to take environmentally friendly steps when buying their homes, with a focus on lower emissions and upgrading to the "smarter way of life."
AHT	With a focus on bringing people together and uniting diverse groups of people, students created a musical production, involving musical genres across several decades. Their goal was to use music as a tool to capture attention, bring back memories, communicate feelings, create and intensify moods, and bring people together. The aesthetically appealing production included original musical ideas and presentations.

2020 Summer STEM Camp

Each week, Summer STEM Camp offered 25 seats in four micro-exploratory modules aligned with the AoH four CORE career clusters: Public Service, Business Information Technology, Engineering and Technology, and Health Sciences. Of the 135 rising sophomores who registered for Summer STEM Camp, 120 attended. A total of 88 students (65%) signed up for all three camp sessions; 23 students (17%) signed up for 2 sessions; and 24 (18%) for 1 session.

Although the virtual format of the Summer STEM Camp only served 39% of the targeted participation goal for an on-site, in-person model, retention from interest to participation was high. A total of 135 students registered for Summer STEM camp; 128 picked up the camp toolkit; and, 120 students (89% of those registered and 94% of those who picked up a camp toolkit) participated. Although the unique number of students participating in Summer STEM Camp was 120, they filled 90%/272 of the 300 total slots.

- Business Information Technology filled 70 of the 75 available slots (93%) with 75% of students attending three of the four days.
- Engineering and Technology filled 69 of the 75 available slots (92%) with 75% of students attending three of the four days.
- Health Sciences filled 66 of the 75 available slots (88%) with 75% of students attending three of the four days.
- Public Service filled 67 of the 75 available slots (89%). This module maintained full student engagement all four days.

In addition to attendance data, the follow-up surveys illustrated the positive reaction students, parents, and teachers had for this EEL program as well as the support for continuing the camp as a virtual or hybrid model in the future.

- **Student Surveys:** Students were surveyed upon completion of each weekly camp. They rated the *Virtual Learning Experience* as a positive experience, giving it a 4.4 out of 5 rating. The 188 returned student surveys showed the following:
    - 98.3% were satisfied with their *Teacher Team* (80.6% were very satisfied)
    - 96.8% were satisfied with the *Materials Kit (*73.7% were very satisfied)
    - 90.1% said they would recommend the camp to a friend
- **Parent Surveys**: Parents also gave high marks for the program. The 40 returned parent surveys revealed the following:
    - 100% of parents called the camp a success (75% said it was extremely successful)
    - 97.5 were very satisfied with *communication* about the program and with staff
    - 70% said that their students were highly engaged (95% said good or higher)
    - 100% said the *activities* were well designed (87.5% said very well designed)
    - 75% believed 4 days was the right amount of time for each module. When asked if three weeks was long enough, 60% said "yes" and 37.5% felt it could be longer.
    - 37.5% recommended continuing the virtual format, 45% recommended a hybrid model that includes virtual and site based experiences, and 17.5% recommended site based.
- **Teacher Survey:** All 8 teachers returned their post camp feedback surveys. The surveys showed the following:
    - 100% of the teachers felt the camp was successful (25% said very successful)
    - 87.5% were very satisfied with the planning and communication
    - 100% reported that the students were engaged (25% said highly engaged)
    - 100% stated that students were engaged (25% said highly engaged)
    - 100% reported that the modules were effective in helping students explore career cluster (50% reported highly effective)
    - 87.5% stated the length of each camp was the right amount of time
    - 37.5% recommended continuing the virtual format , 37.5% recommended a hybrid model that includes virtual and site based experiences, and 25% recommended site based.

Fall 2020 "Biz Talk" series

Seventeen businesses invested their time to provide students 32 Zoom conferencing sessions. During each two-session program, speakers shared their professional journey and the impact of innovation within their company or industry. Students and business partner feedback was very positive.

- **Student surveys:** Students were surveyed upon completion of each 2-day BizTalk. The 153 returned student surveys showed the following:
    - 91% -100% gave a rating of Agree or Strongly Agree on each of the following: speaker was easy to understand, engaging, knowledgeable, and inspiring and the business and career information shared was relevant
    - 91% -100% gave a rating of Agree or Strongly Agree on each of the following: sessions increased student understanding of the business and the impact of technology in the workplace
    - 89% -100% gave a rating of Agree or Strongly Agree on each of the following: sessions increased students understanding of the careers and pathways, career choices and unique paths, and provided insights that the student can use moving forward and inspiration for thinking about new possibilities
    - 96% of students would recommend these BizTalks to a friend - student comments supported the above ratings, revealed what they found to be beneficial, and offered meaningful

- **Business surveys:** Received 17 post camp feedback surveys that showed business partners were very satisfied with the experience and thought it generated student awareness about their business and industry. The surveys showed the following:
    - 94% were very satisfied with the virtual format
    - 94% were very satisfied with communication from program staff
    - 94% felt the time devoted to each session (45 minutes) was adequate
    - 76.5% very satisfied with use of Zoom (23.5% said satisfied)
    - 41% recommended returning to in person format in the future, 35% recommended virtual, and 24% recommended a hybrid model, blending virtual and site based.

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. Since 2017, VDOE planning and implementation grant funding to support the 4 high school programs has exceeded $3 million. Designed to raise student achievement and close the achievement gap through expanded learning time and increased personal support, EEL has used this generous investment to implement comprehensive personalized student supports (including social/emotional guidance, and soft skill learning experiences), intensive remediation and recovery programs, enrichments, and extended learning opportunities aligned with the Academies of Hampton's 16 college and career academies with 41 academic or career-themed pathways.

From kindergarten to graduation, Hampton City Schools sets 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 students in 9-12 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.

In year 3 of the implementation the division continued its efforts to sustain the extended learning program on both a programmatic and fiscal level. During the first three years of implementation, EEL leadership worked alongside teachers, administrators, and community learning partners to build supporting structures, climate, and a learning culture that better engages students. EEL 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 constantly examined 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. Specifically, sustainability efforts have resulted in the following:

- **Teachers and community learning partners** have embraced project- and challenge-based learning as a learning strategy that gives authentic, real-world relevance, and connectivity between academics and student career goals and life experiences. Teachers are more comfortable with industry leaders and employers leading the work and the business community has not only accepted the challenge to lead the work but taken it to the next level - they are investing corporate resources to support the work.

- **Parent involvement** has always been essential to student learning and success. They play a critical role in engaging students in EEL programs. All student feedback has consistently shown that it was the parents who introduced and encouraged their participation. EEL has continued to expand opportunities to better engage parents in both recruitment and implementation efforts. Steps taken to increase parental participation and support include parent orientation sessions, parent-student activities aligned to specific EEL programs, and greater direct parent contact through personal emails, 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. Moving into the fourth year of implementation, EEL has planned to engage students in start/stop/sustain assessment activities designed to get their input on what they need in order to have meaningful participation.

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.

Specific sustainability efforts

- Successfully submitted an Extended Year or Year Round School Project Planning grant application for 2021-2022 to expand EEL to the eight middle and PreK-8 schools.
- EEL Coordinators serve on the High School Leadership Team at their respective school
- Strong community-connected partnerships with local employers, industry leaders, community agencies and nonprofits, and colleges and universities has resulted in community-driven and supported programming.
- The school division's CTE Director actively recruits and on-boards the division's CTE teachers to provide critical technical expertise to 1) offer students real-world challenges and career-related learning experiences and 2) support core academic teachers in their leadership roles in providing students authentic career exploration experiences.
- The school division continues to demonstrate its long term commitment to sustaining expanded learning opportunities and has already taken several steps to reallocate resources and redirect staff to support EEL operations, transitioning from grant funded to locally funded.
    - For the upcoming budget cycle, plans include moving the full-time EEL coordinator positions at each high school from grant funded positions to the HCS budget in 2022-23.
    - In the 2019-20 grant year, HCS transitioned the administrative assistant support functions from grant funded positions to the Academies of Hampton Project Manager.
    - Professional development (PD) training previously budgeted for as grant expenditures are now offered through the division. The division's PD team works with all staff and faculty engaged in developing, implementing, and sustaining EEL innovations. They have assumed responsibility for preparing both 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. Additionally, the PD team works alongside all Ford NGL trainers to ensure that HCS is able to support new training as well as facilitate ongoing delivery. In the 2019-2020 grant year, Kecoughtan High School did not receive VDOE funding and Bethel High School received reduced funding. The school division committed to financially sustaining, if necessary, EEL programs at both schools and ensuring students would not be negatively impacted.

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.**

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 and FY2021 Year 3 Implementation grants, while Kecoughtan received a FY2021 Year 2 Implementation grant. An expense report has been provided for each high school.

High School	FY 2020-2021 Expenditures			
	Source: FY 2018-19 Year 1 Carryover 63918	**Source: FY 2019-20 Year 2 Carryover 63919**	**Source: FY 2020-21 Year 3 Funding 63920**	**Total Expenditures in FY 2020-21**
Bethel	$35,605.17	$88,995.29	$39,980.20	$164,580.66
Hampton	$100,803.46	$39,231.00	$16,982.89	$157,017.35
Kecoughtan	$86,209.81	$0.00	$62,997.55	$149,207.36
Phoebus	$61,849.69	$102,411.97	$22,276.14	$186,537.80
Division Total	$284,468.13	$230,638.26	$142,236.78	$657,343.17

Bethel High School 2020-2021 Expense Report

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
BETHEL HIGH SCHOOL Start-up Year 3: 20% Local Match			
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**
John Johnson	EEL Grant Administrator	16,883.52	0.00
Miya Sumpter	EEL School Coordinator	70,985.07	0.00
Various HCS Teachers	PBL & CBL Curriculum Writer	2,250.00	0.00
Various HCS Teachers	Program Implementers	23,962.50	0.00
Dr. Raymond Haynes	Key Division Leader	0.00	854.58
Veronica Hurd	Key Division Leader for AoH and EEL	0.00	7,032.46
Sherry Hildebrandt	Academy Coach	0.00	11,241.40
Freshman Academy	Leadership-academy connected alignment	0.00	38,901.50
Debbie Russell	Grant reporting and support	0.00	5,898.13
Total Salaries and Wages 1000		114,081.09	63,928.07
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Grant Employee FICA calculated for FTE employees - Miya Sumpter (26.65%) + part time employees (7.65%)		8,215.83	
Local Employee benefits 26.5% FTE and 7.65% PTE			15,829.14
Virginia Retirement - Miya Sumpter		11,604.86	0.00
VRS Health Credit Maya Sumpter		844.84	0.00
Health Insurance Subsidy Maya Sumpter		15,334.60	0.00
VRS Life Insurance Subsidy Maya Sumpter		935.64	0.00
Total Employee Benefits 2000		36,935.77	15,829.14
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**
Consultant Services: HENRY FORD LEARNING INSTITUTE		8,100.00	
Professional Development: VIRGINIA PENINSULA CHAMBER OF COMMERCE - 2021 Economic Forecast Mid-Year		30.00	
Total Contractual Services 3000		8,130.00	0.00
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of		**Source of Funds**	

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**
Internal Printing Services	1194.35	0
Total Internal Services 4000	1194.35	0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a 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**
Due to COVID restrictions there was no travel		
Total Travel 5000	0.00	0.00
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**
Instructional items and consumable supplies for PBL & CBL activities	1844.88	
Participant Incentives: tablet, earphones & camera	299.57	
STEM Participant Incentives, including Chick-fil-A gift cards	2095	
Total Materials and Supplies 6000	4239.45	0
	State	**Local**
Total Project Budget	164,580.66	79,757.21

Hampton High School 2020-2021 Expense Report

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
HAMPTON HIGH SCHOOL Start-up Year 3: 20% Local Match			
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**
John Johnson	EEL Grant Administrator	15,722.41	0.00
Lonnette Heckstall	EEL School Coordinator	66,401.45	0.00
Various HCS Teachers	PBL & CBL Curriculum Writer	1,500.00	0.00
Various HCS Teachers	Program Implementers	23,947.50	0.00
Dr. Raymond Haynes	Key Division Leader	0.00	854.58
Veronica Hurd	Key Division Leader for AoH and EEL	0.00	7,032.46
Sherry Hildebrandt	Academy Coach	0.00	9,061.50
Freshman Academy	Leadership-academy connected alignment	0.00	31,121.20
Debbie Russell	Grant reporting and support	0.00	5,989.19
Total Salaries and Wages 1000		107,571.36	54,058.93
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Grant Employee FICA calculated for FTE employees - Lonnette Heckstall (26.65%) + part time employees (7.65%)		7,776.79	0.00
Local Employee benefits 26.5% FTE and 7.65% PTE			13,268.76
Virginia Retirement - Lonnette Heckstall		10,310.16	0.00
VRS Health Credit - Lonnette Heckstall		750.68	0.00
Health Insurance Subsidy - Lonnette Heckstall		12,141.40	0.00
VRS Life Insurance Subsidy - Lonnette Heckstall		831.30	0.00
Total Employee Benefits 2000		31,810.33	13,268.76
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**
Consultant Services: HENRY FORD LEARNING INSTITUTE		10,355.60	
Professional Services: SMILE ICE CREAM DISTRIBUTORS LLC - student STEM experience		1,032.93	
Professional Services: SUSAN ENGELS VAUGHN - curriculum writing		360.00	

Professional Development: VIRGINIA PENINSULA CHAMBER OF COMMERCE - 2021 Economic Forecast Mid-Year	30.00	
Total Contractual Services 3000	11,778.53	0.00
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**
Internal Printing Services: EEL promotional fliers for various programs	1284.46	0
Total Internal Services 4000	1284.46	0
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a 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**
Total Travel 5000	0.00	0.00
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**
Instructional items and consumable supplies for PBL & CBL activities	2767.67	
STEM Participant Incentives, including Chick-fil-A gift cards	1805.00	
Total Materials and Supplies 6000	4572.67	0
	State	**Local**
Total Project Budget	157,017.35	67,327.69

Kecoughtan High School 2020-2021 Expense Report

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
KECOUGHTAN HIGH SCHOOL Start-up Year 2: 20% Local Match (see note below)			
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**
John Johnson	EEL Grant Administrator	15,780.83	0.00
Sharyna Smith	EEL School Coordinator	71,288.80	0.00
Various HCS Teachers	PBL & CBL Curriculum Writer	1,500.00	0.00
Various HCS Teachers	Program Implementers	24,990.00	0.00
Dr. Raymond Haynes	Key Division Leader	0.00	854.58
Veronica Hurd	Key Division Leader for AoH and EEL	0.00	7,032.46
Evan Grummell	Academy Coach	0.00	8,153.70
Freshman Academy	Leadership-academy connected alignment	0.00	38,901.50
Debbie Russell	Grant reporting and support	0.00	5,898.13
Total Salaries and Wages 1000		113,559.63	60,840.37
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Grant Employee FICA calculated for FTE employees - Sharyna Smith (26.65%) + part time employees (7.65%)		8,574.99	0.00
Local Employee benefits 26.5% FTE and 7.65% PTE		0.00	55,393.45
Virginia Retirement - Sharyna Smith		7,289.00	0.00
VRS Health Credit - Sharyna Smith		844.84	0.00
Health Insurance Subsidy - Sharyna Smith		6,147.45	0.00
VRS Life Insurance Subsidy - Sharyna Smith		935.64	0.00
Health Savings Account - Sharyna Smith		375.00	0.00
Total Employee Benefits 2000		24,166.92	55,393.45
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**
Consultant Services: HENRY FORD LEARNING INSTITUTE		8,100.00	
Professional Development: VIRGINIA PENINSULA CHAMBER OF COMMERCE - 2021 Economic Forecast Mid-Year		30.00	
Total Contractual Services 3000		8,130.00	0.00
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
Internal Printing Services: EEL promotional fliers for various programs	378.33	0.00
Total Internal Services 4000	378.33	0.00
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a 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**
Total Travel 5000	0.00	0.00
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**
Instructional items and consumable supplies for PBL & CBL activities	923.28	
STEM Participant Incentives, including Chick-fil-A gift cards	2049.2	
Total Materials and Supplies 6000	2,972.48	0.00
	State	**Local**
Total Project Budget	149,207.36	116,233.82

Phoebus High School 2020-2021 Expense Report

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
PHOEBUS HIGH SCHOOL Start-up Year 3: 20% Local Match			
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**
John Johnson	**EEL Grant Administrator**	**15,722.43**	**0.00**
Tina Jackson	**EEL School Coordinator**	**75,537.43**	**0.00**
Various HCS Teachers	**PBL & CBL Curriculum Writer**	**1,800.00**	**0.00**
Various HCS Teachers	**Program Implementers**	**28,732.50**	**0.00**
Dr. Raymond Haynes	**Key Division Leader**	**0.00**	**854.58**
Veronica Hurd	**Key Division Leader for AoH and EEL**	**0.00**	**7,032.46**
Erik Wilson	**Academy Coach**	**0.00**	**8,153.70**
Freshman Academy	**Leadership-academy connected alignment**	**0.00**	**31,121.20**
Debbie Russell	**Grant reporting and support**	**0.00**	**5,989.19**
Total Salaries and Wages 1000		**121,792.36**	**53,151.13**
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Grant Employee FICA calculated for FTE employees - Tina Jackson (26.65%) + parttime employees (7.65%)		**9,194.01**	**0.00**
Local Employee benefits 26.5% FTE and 7.65% PTE		**0.00**	**13,268.76**
Virginia Retirement - Tina Jackson		**12,894.18**	**0.00**
VRS Health Credit - Tina Jackson		**938.76**	**0.00**
Health Insurance Subsidy - Tina Jackson		**19,740.56**	**0.00**
VRS Life Insurance Subsidy - Tina Jackson		**1,039.64**	**0.00**
Total Employee Benefits 2000		**43,807.15**	**13,268.76**
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**
Consultant Services: HENRY FORD LEARNING INSTITUTE		**12,617.00**	**0.00**
Professional Development: VIRGINIA PENINSULA CHAMBER OF COMMERCE - 2021 Economic Forecast Mid-Year		**30.00**	**0.00**
Total Contractual Services 3000		**12,647.00**	**0.00**

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**
Internal Printing Services: EEL promotional fliers for various programs	**2131.23**	**0**
Total Internal Services 4000	**2131.23**	**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**
Total Travel 5000	**0.00**	**0.00**
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**
Instructional items and consumable supplies for PBL & CBL activities	**4365.06**	**0.00**
STEM Participant Incentives, including Chick-fil-A gift cards	**1795.00**	
Total Materials and Supplies 6000	**6160.06**	**0.00**
	State	**Local**
Total Project Budget	**186,537.80**	**66,419.89**

Articles:
HCS Academies of Hampton received the Dana B. Hamel award from Thomas Nelson Community College during May 13, 2021 virtual graduation ceremony.
http://www.hampton.k12.va.us/news/april2021/AoHTNCC.html

Henrico County Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 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
BRV Extended School Year Grant
Baker Elementary School
6651 Willson Road
Henrico, Va. 23231

2. Grant Coordinator contact information;

Cheryl Gray Ball
cgrayball@henrico.k12.va.us
(804) 652-3370

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

The purpose of Baker Extended School Year (ESY) Program is to provide the necessary support systems to help students reach their academic potential. To this end, school staff provided targeted remediation and enrichment opportunities to selected students. These supports were provided both virtually and in-person due to the ongoing COVID pandemic. The goal of the Baker ESY program was to reinforce and extend the skills taught in the classroom and provide students with opportunities to grow daily in their ability to problem solve, communicate and think critically. A variety of reading, math, and STEAM opportunities were provided to students. Results data for the required Student Achievement Metric demonstrate the difficulties inherent in supporting students during a pandemic.

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 program operated in a virtual setting, beginning in March 2021, when students returned to in-person learning. The program took place on Tuesdays from 1:30- 3:30pm. Enrollment was open to all forty-six fifth grade students. Forty of the forty-six fifth grade students attended the program throughout the school year. Ten of forty-six fifth-grade students returned in person. Due to inconsistent attendance/participation after school, the program shifted to allow for students to participate asynchronously. Teachers continued to meet with students virtually through Microsoft Teams and gave feedback on asynchronous activities from April - June 2021.

Fourteen days of extended support were provided to students. The virtual program provided students with additional instruction and support in the areas of reading comprehension, writing instruction, science and math. Within those core content areas students were also given opportunities for collaborative activities, problem-solving tasks and digital enrichment activities.

This year a fourth teacher was added to the BRV staff so that we could provide smaller group sizes and better meet the needs of the students in the program. This also allowed us to conduct two novel studies simultaneously based on student reading level

Each student who participated in BRV received an at-home learning kit that included pencils, a notebook, a dry erase board, dry erase markers, colored pencils, a calculator and a personal set of KEVA planks (wooden building blocks) and the book for the novel study.

Since this year's program was primarily virtual, students logged in to a Microsoft Teams meeting for each BRV session. Students then were sent to one of two of their sessions. Each session lasted fifty minutes with a ten-minute break in between sessions. Students participated in a literacy session where they took part in a shared novel study and a math/science/STEAM (Science, Technology, Engineering, Art, Math) session. Students were grouped based on reading level from the beginning of the year Fountas and Pinnell reading assessment that was given by their fifth-grade teacher.

In the literacy session, students participated in a shared novel study. Students who were identified as on-level or above read the graphic novel Secret Coders, Book 1 by Gene Luen Yang. Students who were identified as below-reading level read the novel Numbed! by David Lubar. Both of the books had a math and technology component. With both novel studies, students took part in shared reading during the BRV session, independent reading, and comprehension skill building. The writing session took part in conjunction with the reading session. While reading the book students analyzed the characters and character traits (5.5c). Students also made connections between their character traits and those in the novels. Specifically, with the novel Numbed!
Students identified and analyzed figurative language (5.4d) used in the book. Teachers engaged students in activities using a variety of technology tools: Google Jamboard, Google slides, Padlet.

In the writing session, students utilized skills practiced in the reading session on character traits and wrote a personal narrative about themselves and their personality and character traits. They also included real-life examples to support their claims. Students also practiced fictional writing and created a comic strip type story with an emphasis on character growth and development. Students also incorporated figurative language in their fictional writing. After finishing the book, students wrote a book review and analyzed the story. In their review, they were expected to explain why they would or would not recommend the book. They had to elaborate on why it was a good book (for example, plot twist, character growth, etc.) As a closing activity, all students researched their future college/career, learned about how long it would take to earn their degree, what type of degree they would need, how much money they could make in their future career, and more. After their research, they wrote a persuasive speech explaining their future career plan and why they are the best fit for that type of job.
Students worked collaboratively to research, plan, and execute designs during the STEAM session. Students participated in multiple learning units throughout the program. The first learning unit was related to force/motion and roller coasters/theme parks. Students went on a virtual field trip to Walt Disney World and learned about the different parts of the park. Then they designed, built and tested virtual roller coasters. If their roller coaster was not designed

properly it wouldn't have a successful test run and students would have to redesign and retest. If they had a successful roller coaster test run, they could experiment with different variables like the weight of each car, the height/incline of the roller coaster, etc. After their virtual field trip and roller coaster design, students worked collaboratively to design their own amusement park. Students created their amusement park in Google slides and were able to decide on all aspects of the amusement park from the color scheme, food and beverage options, rides/attractions and more.

Another learning unit was on stop-motion animation. Students selected a fourth or fifth-grade science topic (food chains, moon phases, rock cycle, electricity, matter, etc) and used Google slides to create a stop motion animation. Students learned how to create and design in Google slides, how to copy slides to help them make small changes so that as the presentation ran it looked like a moving video. Through this activity, students were able to show their understanding on the science topic and the teacher could reteach as needed based on student submissions. Students also narrated their stop-motion when they shared with their peers. Students also had the option to create a stop-motion on paper using a variety of materials and Flipgrid. The final learning unit had a focus on coding in a variety of ways. Students started with learning how to code on 'paper', although they used Google slides to execute the code. Then they learned how to code through code.org's guided coding practice. Finally, students practiced coding on their own through Scratch. Additionally, throughout the program students participated in short problem-solving activities using KEVA planks and play-doh. The BRV teacher would give them a problem or challenge and give them a set amount of time to build/create.

Due to COVID-19 and Henrico County's policies, in-person field trips were not available. However, students were able to participate in four virtual hands-on science lessons through Young Scientist. BRV hosted four lessons; the first lesson occurred at the end of March where students explored ideas related to matter (5.4). In April, students participated in a lesson where they learned about ideas related to light and sound (5.2 and 5.3). In May students had the opportunity to attend a lesson on force and motion (4.2). The final lesson occurred in June where they learned about circuits and electricity (4.3). Students were able to make a circuit at home with their hands-on lesson kit. Kits for each lesson were delivered to student homes by BRV teachers.

In March, the coordinator and four BRV teachers attended the 54th Virginia State Literacy Association (VSLA) virtual reading conference. This three-day conference offers professional learning sessions focused in the area of literacy. The coordinator and teachers attended virtually and took away a variety of ideas and ways to engage readers and incorporate cross-curricular connections into BRV lessons. The coordinator and BRV teachers selected and attended sessions based on the program's goals and their teaching area as well as personal interest. The reading teachers started to incorporate 'soft starts' at the start of the reading block that connected with the book students were reading during that session. This new teaching tool allowed students to transition into the next session with ease and allowed them an opportunity for self-expression. Students were given 2-3 minutes at the start of the reading block to draw or write about the book and the chapters that had been previously read. This also gave the teacher insight on student comprehension of the book and any areas of confusion or that the teacher needed to revisit to help students understand the text. The teachers also attended a session about allowing for more student choice in the classroom and giving students opportunities to be creative. The teachers adjusted their lesson planning to ensure that students had choices in each session each week.

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 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. We also have teachers who have been with the program for multiple years and understand the goals of the program. Additionally, all of the BRV teachers are also Baker teachers and have worked with the students in previous years so they have already built relationships with the students and know the students' strengths and weaknesses. BRV staff consistently communicated with families throughout the program and partnered with Young Scientists, a local small business, to provide field trip opportunities (see above).

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;

Due to COVID-19 the fifth-grade students remained virtual which required the program to operate in a virtual setting. Students were logged in to the computer for the entirety of their instructional school day and we discovered that many students wanted a break from their computer at the end of the day which impacted the program's attendance, as many students did not consistently remain logged in for the program or logged in late after running errands with their parents. The inconsistencies with attendance made it more difficult for the teachers to manage program activities and keep students on pace with due dates. Additionally, materials had to be delivered to student homes, for example, the monthly Young Scientist lessons or any STEAM/hands-on lesson. Due to delays in shipping nationwide, the in-person delivery of the at-home BRV learning kit delayed the start of the program to March 2021. Finally, due to COVID-19 we were unable to participate in any in-person travel/field trips, these trips and activities gave the students opportunities to make connections between the classroom and real world. While we were able to make a lot of adjustments to fit the needs of the students and the BRV program, in the end the students were not as engaged and excited in the virtual setting.

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 FY21 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: Students will collectively achieve an 80% pass rate on their Reading, Mathematics and Science SOL end of year exams.				
Instrument: SOL Exams				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: ECD**	**Reporting Group:**
Number of Students Assessed*	73**	67**	61**	--
Pre-test Average Score 18-19 Cohort***	76.3%	76.7%	71.7%	--
Post-test Average Score	38.4%	37.3%	31.1%	--
Net Change	-37.9 percentage points	-39.4 percentage points	-40.6 percentage points	

* Figures in this row are reflective of ESY students only in the 20-21 Cohort.
** Number of SOL tests administered
***Students in the 19-20 Cohort did not sit for SOL exams, therefore the 18-19 Cohort was chosen for comparison.

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 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.

In 2020-21, Baker-BRV students earned a score of 400 or above on 28 of the 73 SOL exams they took for a pass rate of 38.4%. Black students earned a score of 400 or above on 25 of the 67 SOL exams they took for a pass rate of 37.3%. Economically disadvantaged students earned a score of 400 or above on 19 of the 61 SOL exams they took for a pass rate of 31.1%. In 2018-19, the pass rate for all students was 76.3%; for black students it was 76.7%; and for economically disadvantaged students, it was 71.7%. This represents a decline of 37.9 percentage points for all students, 39.4 percentage points for black students, and 40.6 percentage points for economically disadvantaged students. The percentage of Baker-BRV students in the 20-21 cohort who passed their SOL exams did not exceed the 80% threshold.

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:

Henrico County Public Schools and Baker Elementary School have built the school's capacity to continue to implement in future years the instructional and project based learning strategies gleaned over the course of the grant when grant funding has been exhausted.

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**
Anne Barry	afterschool tutor	$581.85	
Amanda Davis	afterschool tutor	$441.74	
Riley Kuff	project coordinator	$1,158.14	
Paige Michanco	afterschool tutor	$654.66	
Justin Bartlett	afterschool tutor	$625.53	
Total Salaries and Wages 1000		$3,461.92	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Anne Barry		$44.51	
Amanda Davis		$33.80	
Riley Kuff		$88.61	
Paige Michanco		$50.06	
Justin Bartlett		$47.84	
Total Employee Benefits 2000		$264.82	$0.00
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 Services		$1,000.00	
Virginia Air and Space Museum		$630.00	
Total Contractual Services 3000		$1,630.00	$0.00
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,		**Source of Funds**	

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	$0.00	$0.00
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**
VIRGINIA STATE READING ASSOCIATION CONFERENCE	$1,250.00	
Total Travel 5000	$1,250.00	$0.00
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**
NASCO- instructional/educational supplies	$377.92	
Riley Kuff -reimbursement educational supplies	$154.30	
HAND2MIND INC -instructional/educational supplies	$1,082.46	
Total Materials and Supplies 6000	$1,614.68	$0.00
	State	**Local**
Total Project Budget	$8,221.42	$0.00

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.

FY 2021 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
   BRV Extended School Year Grant
   Rolfe Middle School
   6901 Messer Road
   Henrico, Va. 23231

2. **Grant Coordinator contact information;**
   Cheryl Gray Ball
   cgrayball@henrico.k12.va.us
   (804) 652-3370

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

   The purpose of the Rolfe Middle School Extended School Year (ESY) Program is to provide the necessary support systems to help students reach their academic potential. The goal of the Rolfe ESY program is to prepare and develop underrepresented students for academic success as future college students through intensive support and rigorous curriculum. To this end, school staff provided targeted remediation and enrichment opportunities to selected students. These supports were provided both virtually and in-person due to the ongoing COVID pandemic. Results data for the required Student Achievement Metric demonstrate the positive impacts this program had on student outcomes during a pandemic.

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 program ran April 12 through June 17 (30 days in total). Students from 6th, 7th, and 8th grade participated. Divided into two groups, the participants met with the English and Math teachers three times a week for 1.25 hours after school each session. The demographic of the students is as follows:
   6th Grade: 10 students. 87.5% Black. 1% Hispanic. 50% male. 50% female
   7th Grade: 5 students. 100% Black. 40% Male. 60% female
   8th Grade: 6 students. 100% Black. 33.33% male. 66.66% female

   The students met in small groups with their teachers who utilized the curriculum to provide acceleration to them. For instance, the English program revolved around the students' personal stories as expressed in their writing. The goal was for them to discover the value and fortitude of owning who they are and generate the power to give voice to their stories. At the end of the program, which involved various readings, group discussions, journaling, and responses to graphic organizers, the students were able to compile their experiences into an anthology, with each chapter reflecting his or her own personal stories.

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 parents provided permission for their children to participate. The teachers worked with the curriculum planners to ensure advancement was possible through the content. The teachers also participated in a STEM Professional Development program to enhance their knowledge surrounding this industry. The Professional Development was virtual and self-paced.

Given the shortened number of days dedicated to this program, we simply focused on the teachers' ability to spend time with the students after school. No efforts were made to engage any community partners or organizations. The students' work served as documentation for their progress. The anthology was the culmination of work done in the English sessions.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   The protocols that were put in place because of the pandemic prohibited the ability to plan trips or other outings. The program focus remained on the teachers working directly with the students. We wanted to be sure they had time to take part in the acceleration to bolster their academic standings. We did not take advantage of the virtual tours that were available to us.

   The assistance of the instructional coaches was priceless as they utilized the data available to help draft the curriculum, which is what the teachers used during the meetings. The coordinator also observed some of the sessions as they took place.

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 FY21 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 students will meet their growth target in reading				
Instrument: NWEA MAP Reading Test				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: ECD**	**Reporting Group:**
Number of Students Assessed*	17**	14**	8**	--
Pre-test Average Score 18-19 Cohort***	43.9%	43.7%	38.0%	--
Post-test Average Score	58.8%	71.4%	50.0%	--
Net Change	+14.9 percentage points	+27.7 percentage points	+12 percentage points	--

* Figures in this row are reflective of ESY students only in the 20-21 Cohort.
**Number of reading assessments with a fall and corresponding spring score
*** Students in the 19-20 Cohort were unable to complete both the fall and spring administration of the NWEA exams, therefore, the 18-19 Cohort is used as comparison.

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.

In 2020-21 58.8% of BRV-Rolfe students met their NWEA growth target in reading. Black students performed better with 71.4% of students hitting their growth targets. Economically disadvantaged students performed worse with 50.0% of students hitting their growth targets. In 2018-19, the percentage of students who met their NWEA growth target in reading for all, black, and economically disadvantaged students were 43.9%, 43.7%, and 38.0% respectively. This represents an increase of 14.9 percentage points for all students, 27.7 percentage points for black students, and 12.0 percentage points for economically disadvantaged students. The percentage of students in the 20-21 cohort who hit their reading growth targets did exceed the 50% threshold.

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:**

Henrico County Public Schools and Rolfe Middle School have built the school's capacity to continue to implement in future years the instructional and project based learning strategies gleaned over the course of the grant when grant funding has been exhausted.

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**
Allen Lewis	project coordinator	$1,118.35	
Martha Raposa	afterschool tutor	$1,320.12	
Leroy Orie	afterschool tutor	$1,272.24	
Tina Brown	afterschool tutor	$684.00	
Duan Whirley	afterschool tutor	$684.00	
Shane Francis	project coordinator	$233.20	
Tamara Henley	curriculum planner	$1,915.20	
Total Salaries and Wages 1000		$7,227.11	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Allen Lewis		$85.58	
Martha Raposa		$100.98	
Leroy Orie		$97.31	
Tina Brown		$52.31	
Duan Whirley		$52.32	
Shane Francis		$17.86	
Tamara Henley		$146.51	
Total Employee Benefits 2000		$552.87	$0.00
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 Services		$4,590.00	
Total Contractual Services 3000		$4,590.00	$0.00

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	$102.95	
Total Internal Services 4000	$102.95	$0.00
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**
Vision Board online professional development (reimbursement to Rolfe MS)	$796.00	
Total Travel 5000	$796.00	$0.00
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**
AMAZON.COM - instructional/educational supplies	$1,104.14	
Total Materials and Supplies 6000	$1,104.14	$0.00
	State	**Local**
Total Project Budget	$14,373.07	$0.00

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.

FY 2021 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
   BRV Extended School Year Grant
   Varina High School
   7053 Messer Road
   Henrico, Va. 23231

2. **Grant Coordinator contact information;**
   Cheryl Gray Ball
   cgrayball@henrico.k12.va.us
   (804) 652-3370

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

   The purpose of the Varina High School College Success Seminar (CSS) Extended School Year (ESY) Program is to provide the necessary support systems to help students reach their academic potential. The goal of the Varina CSS program is to prepare and develop underrepresented students for academic success as future college students through intensive support and rigorous curriculum. To this end, school staff provided targeted remediation, acceleration, and enrichment opportunities to selected students. These supports were provided both virtually and in-person due to the ongoing COVID pandemic. Results data for the required Student Achievement Metric demonstrate the positive impacts this program had on student outcomes during a pandemic.

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 Success Seminar After School program at Varina High School met for 32 days from February 9th- June 2nd. Students met with the CSS teachers on Tuesdays and Wednesdays from 4:00-5:00pm every week and had optional tutoring days on Thursdays, based on student needs, for a total of 120 minutes per week (with an optional 60 minute tutoring time). The content areas addressed were of Health/PE, English, Math, History, Science, Communication/Public Speaking, and Economics. This school year the program served 12 students in grades 9-12; two students in grade 9, five students in grade 10, four students in grade 11, and one student in grade 12. Of the 12 students, there were four males and eight females. There was one Caucasian student, eight African-American students, one Indian student, and two biracial students. 50% of the students were eligible for free or reduced lunch.

   On Tuesdays the CSS teachers focused on college/career readiness skills, such as job and college applications, resume building, and email etiquette. They also held discussions and debates based on current events, as well as reading the YA novel The Field Guide to the North American Teenager by Ben Philippe. They learned valuable life lessons through social and emotional lessons centered on mindfulness, wellness, and stress relief.

On Wednesdays, students participated in multiple virtual college tours, including question and answer sessions with admissions counselors and student ambassadors. They explored the College Board website and completed college searches based on interest, financials, and academics. They also participated in a virtual field trip with the Valentine Museum where students learned about the local history surrounding the monuments in Richmond.

College Success Seminar juniors and seniors participated in SAT testing this year, and sophomores, juniors, and seniors participated in AP testing. The students received test prep via SAT prep workbooks and during optional tutoring times during Thursday sessions. For the SAT assessment, students participated in the reading and math tests. For the AP tests, students took exams in the following subject areas: AP English Language and Composition (4), AP Literature and Composition (1), AP Human Geography (3), AP Psychology (1), AP Government and Politics (1), AP US History (2), AP Biology (1), AP Physics (1), AP Statistics (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;**

Teachers and school counselors are heavily involved in the College Success Seminar program. The teachers that worked with students in the after school program are the same as those that are directly linked to the class that is taught during the day, as well as having a dedicated counselor for the program that also taught after school classes. The CSS counselor met with the students weekly for mental health and mindfulness activities including meditation, time management strategies, and academic support.

Parents attended virtual parent meetings, where parents were informed about the curriculum and upcoming dates. The parent meetings provide a forum for parents to ask questions, offer feedback, or provide support. College Success Seminar students also participated in a speaker series where former Varina High School Students and community held virtual meetings to share their stories, experiences, and path to success with the students. The CSS students attended three sessions- The College Experience, The Employed Experience, and the Entrepreneur Experience.
This year, students participated in a virtual field trip hosted by the Valentine Museum. They were able to learn about primary sources related to the history of the monuments that exist in Richmond. They also discussed the impact of these monuments on Richmond today and the legal implications of the removal of the monuments.

Additionally, the students have virtually visited several College and University communities. College Success Seminar students virtually visited the following Universities in the 2020-2021 school year: Howard University, James Madison University, Old Dominion University, Norfolk State, University of Texas Austin, and North Carolina State University. The students were able to see a diverse group of schools that included public institutions, private universities, and historically black colleges/universities.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

The main barrier to the program this year was the pandemic constraints due to Covid. Outside of the educational portion of the program, a major component to the program is exposure to real-life

settings. We were able virtually tour some colleges, but not all schools had open tours at the times that fit within the schedule. Also, a virtual tour does not provide the students the same opportunities as being immersed in that community would provide.

Another barrier to enrollment continues to be recruitment from the middle school level. This year we plan to ask for recommendations from middle school counselors and teachers, as well as open the class up to rising 10th graders so that the class can be promoted in 9th grade as well.

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 FY21 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: 100% of students will enroll in and pass, with a B or above, at least one advanced course				
Instrument: Transcripts				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: ECD**	**Reporting Group:**
Number of Students Assessed*	11	8	5	--
Pre-test Average Score 19-20 Cohort	100.0%	100.0%	100.0%	--
Post-test Average Score	100.0%	100.0%	100.0%	--
Net Change	0.0 percentage points	0.0 percentage points	0.0 percentage points	--

* Figures in this row are reflective of ESY students only in the 20-21 Cohort.

Enter an explanation of the data here:

In 2020-21, 100% of students involved in BRV-Varina enrolled in at least one advanced level course and earned a final grade of an A or B. In 2018-19, 100% of students also met these criteria.

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:

Henrico County Public Schools and Varina High School have built the school's capacity to continue to implement in future years the instructional and project based learning strategies gleaned over the course of the grant when grant funding has been exhausted.

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**
Ashley Scott	project coordinator	$538.82	
Patrice Gray	afterschool tutor	$362.08	
Krystal Washington-Gibson	afterschool tutor	$461.15	
Sidney Freeman	afterschool tutor	$27.36	
Total Salaries and Wages 1000		$1,389.41	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Ashley Scott		$41.22	
Patrice Gray		$27.69	
Krystal Washington-Gibson		$35.27	
Sidney Freeman		$2.09	
Total Employee Benefits 2000		$106.27	$0.00
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		$0.00	$0.00
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	
Total Internal Services 4000		$85.85	$0.00

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**
Ashley Walker (NCTE conference travel reimbursement)	$1,793.05	
Tiffany Lewis (NCTE conference travel reimbursement)	$655.00	
Total Travel 5000	$2,448.05	$0.00
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**
Follett School Solutions, Inc	$183.50	
College Board	$208.00	
Total Materials and Supplies 6000	$183.50	$0.00
	State	**Local**
Total Project Budget	$4,213.08	$0.00

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.

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**
	NOTE: See detailed reports for Baker Elementary, Rolfe Middle, and Varina High	$12,078.44	
Total Salaries and Wages 1000		$12,078.44	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
0		$923.96	
Total Employee Benefits 2000		$923.96	$0.00
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**
BRV grant		$6,220.00	
Total Contractual Services 3000		$6,220.00	$0.00
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**
BRV grant		$188.80	
Total Internal Services 4000		$188.80	$0.00
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**
BRV grant		$4,494.05	
Total Travel 5000		$4,494.05	$0.00

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**
BRV grant	$3,110.32	
Total Materials and Supplies 6000	$3,110.32	$0.00
	State	**Local**
Total Project Budget	$27,015.57	$0.00

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.

FY 2021 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
   Brookland Middle School
   9200 Lydell Drive
   Henrico, Va. 23228

2. **Grant Coordinator contact information;**
   Cheryl Gray Ball
   cgrayball@henrico.k12.va.us
   (804) 652-3370

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

   The purpose of the Brookland Middle School Cub Institute Extended School Year (ESY) Program is to provide the necessary support systems to help students reach their academic potential. 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 this end, school staff provided targeted remediation and enrichment opportunities to selected students. These supports were provided both virtually and in-person due to the ongoing COVID pandemic. Results data for the required Student Achievement Metric demonstrate the difficulties inherent in supporting students during a pandemic.

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;**

   During the 2020-21 school year, 86 sixth, seventh and eighth grade students participated in the afterschool tutoring sessions. Students met with their teachers on Tuesdays and Thursdays for a total of 20 meeting days. The after-school sessions were conducted virtually beginning March 16, 2021 and ending on May 27, 2021. At 3:30 teachers would call students through Teams and work with them on English and math concepts, organizational and study skills to support them in the virtual learning environment.

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 participating in Cub Institute not only provided after school tutoring to students during the school year, but also used that time to build strong relationships with them. Students met with teachers to discuss grades and test scores, implement organization strategies, and identify areas of need and success. This was a way to promote students' sense of belonging and strengthen connections between adults and students. Teachers used this time to provide academic and social-emotional mentorship in a small group of community learners.

Parents of Cub Institute students provided support throughout the year. They encourage their student's participation and provide suggestions and feedback on the program.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   Consistent attendance was a challenge for the program. We had to heavily rely on student initiative to be available during meet times. Covid prevented the program from venturing out into the community and meeting face to face. A lot of time was spent reaching out to parents and students at the beginning of each session to get students to participate.

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 FY21 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 students will meet their reading growth target.				
Instrument: Division Created Reading Assessments				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: ECD**	**Reporting Group:**
Number of Students Assessed*	12**	4**	9**	--
Pre-test Average Score 18-19 Cohort***	52.1%	52.6%	56.8%	--

Post-test Average Score 20-21 Cohort	8.3%	25.0%	11.1%	--
Net Change	-43.8 percentage points	-27.6 percentage points	-45.7 percentage points	--

* Figures in this row are reflective of ESY students only in the 20-21 Cohort.
**Number of reading assessments with a fall and corresponding spring score
***Students in the 18-19 Cohort were only evaluated with NWEA Reading Scores. Students in the 19-20 Cohort were unable to complete both the fall and spring administration of the NWEA exams, therefore, the 18-19 Cohort was chosen for comparison.

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.

Henrico County Public Schools (HCPS) instructional specialists developed assessments to measure growth in reading comprehension for the 20-21 academic year as NWEA was not administered in most HCPS buildings. These assessments were administered in the fall and spring and a threshold was established to measure growth.

In 2020-21, 8.3% of Brookland ESY students met their growth target in reading as measured by HCPS created assessments. Black students performed better with 25.0% of students hitting their growth targets. 11.1% of economically disadvantaged students hit their growth targets. In 2018-19, the percentage of students who met their NWEA growth target in reading for all, black, and economically disadvantaged students were 52.1%, 52.6%, and 56.8% respectively. This represents a decrease of 43.8 percentage points for all students, 27.6 percentage points for black students, and 45.7 percentage points for economically disadvantaged students. The percentage of students in the 20-21 cohort who hit their reading growth targets did not exceed the 50% threshold.

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:

Henrico County Public Schools and Brookland High School have built the school's capacity to continue to implement in future years the instructional and project based learning strategies gleaned over the course of the grant when grant funding has been exhausted.

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**
Staci Marshall-Lee	project coordinator	$780.69	
Daniel Cho	afterschool tutor	$803.19	
Jenna McMahon	afterschool tutor	$517.86	
Wandreia Easley	afterschool tutor	$484.56	
Annie London	afterschool tutor	$253.75	
James Dockum	afterschool tutor	$763.91	
Michelle Abrams-Terry	afterschool tutor	$789.51	
Nicole Henson	afterschool tutor	$481.91	
Kristina Gaudy	afterschool tutor	$238.32	
Autumn Honts	afterschool tutor	$534.00	
Shicociya Townsend	afterschool tutor	$649.84	
Amber Walker	afterschool tutor	$684.48	
Emily Matko	afterschool tutor	$279.36	
Total Salaries and Wages 1000		$7,261.38	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Staci Marshall-Lee		$59.73	
Daniel Cho		$61.46	
Jenna McMahon		$39.61	
Wandreia Easley		$37.06	
Annie London		$19.41	
James Dockum		$58.44	
Michelle Abrams-Terry		$60.38	
Nicole Henson		$36.88	
Kristina Gaudy		$18.24	
Autumn Honts		$40.85	
Shicociya Townsend		$49.70	
Amber Walker		$52.35	
Emily Matko		$21.36	

Total Employee Benefits 2000	$555.47	$0.00
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	$0.00	$0.00
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	$237.09	
Total Internal Services 4000	$237.09	$0.00
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**
Total Travel 5000	$0.00	$0.00
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	$0.00	$0.00
	State	**Local**
Total Project Budget	$8,053.94	$0.00

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 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
   Fairfield Middle School
   5121 Nine Mile Road
   Henrico, Va. 23223

2. **Grant Coordinator contact information;**
   Cheryl Gray Ball
   cgrayball@henrico.k12.va.us
   (804) 652-3370

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

   The purpose of the Fairfield Middle School *Building Mindful Learners* Extended School Year (ESY) Program is to provide the necessary support systems to help students reach their academic potential. The goal of the *Building Mindful Learners* program is to improve sixth grade students' academic achievement in the core content areas of math and English. To this end, school staff provided targeted remediation and enrichment opportunities to selected students. These supports were provided both virtually and in-person due to the ongoing COVID pandemic. Results data for the required Student Achievement Metric demonstrate the positive impacts this program had on student outcomes.

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;**

   From January 19, 2021-June 14, 2021, sixty-five 6th grade students were provided small group tutoring and remediation in Math and English on Mondays and Tuesdays for one hour (3:30 pm-4:30 pm). On Thursdays and Fridays, students participated in academic enrichment opportunities for one hour (3:30 pm-4:30 pm) that promoted real-life application of math and English skills being taught in the classroom. Wednesdays were used as teacher planning days. Before in-person learning began on March 8, Mondays were teacher planning days, Tuesdays and Wednesdays were used for small group tutoring, and Thursdays and Fridays were used for enrichment activities.

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;**

   Fairfield Middle School teachers met every Wednesday from 3:30 pm-4:30 pm time (about 1 hr. each week from January 19-June 14) to plan curriculum and activities for small group tutoring sessions and enrichment activities. During this planning time, teachers also participated in virtual professional development opportunities based on content area taught and focused on increasing student engagement, implementing differentiation strategies, and increasing student knowledge retention. Skills learned from professional development opportunities were utilized during after school small group tutoring and enrichment sessions to better reach the students.

   Parents played a major role in encouraging their kids to partake in the Building Mindful Learners program afterschool and reminding their children to log in virtually from 3:30-4:30 or, if the student was in person, reminding them to stay after school. Given the parallel-hybrid nature of this program, parents had the ability to virtually observe any of the after-school programming sessions. Parents were updated on BML programming, dates, times, and activities via phone calls and emails. Towards the end of the program, parents and other family members of BML students were invited to celebrate their child's participation in the program during an outdoor certificate ceremony. Guest speakers from various career fields (Military, News Anchor, Poet & Author, Bookstore Owner) spoke to students virtually to provide a real-life context to the importance of Math and English. At least two of the guest speakers (News Anchor, Poet & Author) represented businesses located in the Richmond area.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   Many of the barriers that hindered implementation of the program center on the parallel-hybrid nature of the program due to the pandemic. A majority of the participants remained virtual this school year making it harder to encourage participation and to gauge understanding of the English and Math material being remediated. Also, we were unable to attend any in-person academic enrichment field trips which would have given students a deeper understanding of the real-life application of Math and English skills. Furthermore, SOL's were not given last year. Additionally, SOL's were not mandatory this school year and, as a result, only 17 of the 65 students took the Reading SOL and only 19 took the Math SOL.

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 FY21 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: 80% of students will enroll in and pass with a B or above at least one advanced course.				
Instrument: Transcripts				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: ECD**	**Reporting Group:**
Number of Students Assessed*	65	64	48	--
Pre-test Average Score 18-19 Cohort**	36.4%	36.4%	50.0%	--
Post-test Average Score 20-21 Cohort	69.2%	68.8%	64.6%	--
Net Change	32.8 percentage points	32.4 percentage points	14.6 percentage points	--

*Figures in this row are reflective of ESY students only in the 20-21 Cohort.
**Fairfield did not start their ESY Program prior to school closures in March 2020, therefore, the 18-19 Cohort is used as a comparison.

Enter an explanation of the data here:

In 2020-21, 69.2% of students involved in the Fairfield ESY Program enrolled in at least one advanced level course and earned a final grade of an A or B. This percentage for black students was 68.8% and for economically disadvantaged students it was 64.6%. In 2018-19, 36.4% of all students, 36.4% of black students, and 50.0% of economically disadvantaged students involved in Fairfield's ESY Program met the criteria. Despite these increases, the percentage of students in the 20-21 cohort who enrolled in an advanced level course and earned a final grade of a least a B did not exceed the 80% threshold.

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:**

   Henrico County Public Schools and Fairfield Middle School have built the school's capacity to continue to implement in future years the instructional and project based learning strategies gleaned over the course of the grant when grant funding has been exhausted.

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**
Jessica Marchetti	afterschool tutor	$2,285.99	
Kashira Turner	project coordinator	$2,830.69	
Hannah Gorman	afterschool tutor	$2,441.34	
Ashley Snead	afterschool tutor	$2,444.90	
Evan Myers	afterschool tutor	$2,945.33	
Total Salaries and Wages 1000		$12,948.25	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Jessica Marchetti		$174.89	
Kashira Turner		$216.56	
Hannah Gorman		$186.81	
Ashley Snead		$187.05	
Evan Myers		$225.32	
Total Employee Benefits 2000		$990.63	$0.00
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**
University Instructors- tutoring services		$16,612.65	
Educational Guest Speaker- reimbursement to Fairfield MS		$595.00	
Total Contractual Services 3000		$17,207.65	$0.00
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		**Source of Funds**	

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	$0.00	$0.00
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**
Total Travel 5000	$0.00	$0.00
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 Fairfield MS - afternoon snacks	$950.67	
Reimbursement to Fairfield MS - Amazon, Sam's, Loving Me books	$8,122.80	
Total Materials and Supplies 6000	$9,073.47	$0.00
	State	**Local**
Total Project Budget	$40,220.00	$0.00

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.

FY 2021 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, Va. 23150

2. **Grant Coordinator contact information;**
   Cheryl Gray Ball
   cgrayball@henrico.k12.va.us
   (804) 652-3370

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

   The purpose of the Elko Middle School Extended School Year (ESY) SOAR Program is to provide the necessary support systems to help students reach their academic potential. 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. To this end, school staff provided targeted remediation and enrichment opportunities to selected students. These supports were provided both virtually and in-person due to the ongoing COVID -19 pandemic. Results data for the required Student Achievement Metric demonstrate the difficulties inherent in supporting students during a pandemic.

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;**

   Elko Middle School's ESY tutoring began January 21 – June 3, 2021. Tutoring took place on 32 days (Monday and Thursdays). Ninety-one students participated in the program (31-6th graders, 28-7th graders, and 32-8th graders). Teachers tutored up to 4 hours per week. Content areas addressed were Algebra, Geometry, Earth Science, World History I, Advanced English, Advanced Science 6 and Advanced USI. All tutoring was done on Mondays and Thursdays from 3:30-4:35 p.m. All ESY teachers tutored virtually Mondays and Thursdays starting January 21. Transportation was added on Thursday, March 18, 2021, when students returned to in-person learning. Transportation continued through June 3, 2021.

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' involvement included tutoring students as well as writing enrichment lesson plans. Teachers communicated with parents in regard to student participation. Some teachers did completely virtual tutoring and others did virtual and in person tutoring. Most teachers had small group sessions. Algebra was the largest tutoring group with virtual and in person students. Due to COVID-19, there were no other partnerships.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   The largest barrier to the implementation of the program was COVID-19. There was also the struggle of getting students to attend weekly. The program started without buses due to all students being virtual. The buses were added later when some students returned to in-person learning. A large majority of the students were virtual and by the end of the day after being online were tired. Due to personal reasons, a few teachers had to discontinue tutoring. To address teachers having to drop from tutoring some students were moved to other tutors. Also, once sports activities began, the participation numbers decreased. Another barrier was the late arrival of the enrichment materials. Items ordered did not start arriving until May 28, 2021, and the program ended June 3, 2021. The items were not used by the students and will be used in the next school year.

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 FY21 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 program students will meet their reading growth target				
Instrument: Division Created Reading Assessments				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: ECD**	**Reporting Group:**
Number of Students Assessed*	53**	29**	30**	--

Pre-test Average Score 18-19 Cohort* **	46.2%	36.8%	37.5%	--
Post-test Average Score 20-21 Cohort	30.2%	31.0%	23.3%	--
Net Change	-16.0 percentage points	-5.8 percentage points	-14.2 percentage points	--

*Figures in this row are reflective of ESY students only in the 20-21 Cohort.
**Number of reading assessments with a fall and corresponding spring score
***Students in the 18-19 Cohort were evaluated with the NWEA Reading Assessment. Students in the 19-20 Cohort were unable to complete both the fall and spring administration of the NWEA exams, therefore, the 18-19 Cohort was chosen for comparison.

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.

Henrico County Public Schools (HCPS) instructional specialists developed assessments to measure growth in reading comprehension for the 20-21 academic year as NWEA was not administered in most HCPS buildings. These assessments were administered in the fall and spring and a threshold was established to measure growth.

In 2020-21, 30.2% of Elko ESY students met their growth target in reading as measured by the HCPS created assessments. Black students performed slightly better with 31.0% of students hitting their growth targets. Economically disadvantaged students performed worse with 23.3% of students hitting their growth targets. In 2018-19, the percentage of students who met their NWEA growth target in reading for all, black, and economically disadvantaged students were 46.2%, 36.8%, and 37.5% respectively. This represents a decrease of 16.0 percentage points for all students, 5.8 percentage points for black students, and 14.2 percentage points for economically disadvantaged students. The percentage of students in the 20-21 cohort who hit their reading growth targets did not exceed the 50% threshold.

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:**

   Henrico County Public Schools and Elko Middle School have built the school's capacity to continue to implement in future years the instructional and project based learning strategies gleaned over the course of the grant when grant funding has been exhausted.

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**
Melissa Burnett	project coordinator	$1,906.99	
Melissa Avvan	afterschool tutor	$1,089.28	
Kendra Amis	afterschool tutor	$25.60	
Lisa Banton	afterschool tutor	$384.00	
Stacie Berry	afterschool tutor	$166.40	
James Clark	afterschool tutor	$640.00	
Devon Clark	afterschool tutor	$1,548.23	
Dablney Kineiski	afterschool tutor	$716.80	
Robyn Miller	afterschool tutor	$1,760.45	
Leanna Shiew	afterschool tutor	$890.64	
Bryan Ttate	afterschool tutor	$1,868.55	
Abby Thomas	afterschool tutor	$1,069.84	
Ray Todd	afterschool tutor	$230.39	
Kellie Williams	afterschool tutor	$929.04	
Total Salaries and Wages 1000		$13,226.21	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Melissa Burnett		$145.87	
Melissa Avvan		$83.34	
Kendra Amis		$1.96	
Lisa Banton		$29.39	
Stacie Berry		$12.74	
James Clark		$48.96	
Devon Clark		$118.46	
Dablney Kineiski		$54.82	
Robyn Miller		$134.67	
Leanna Shiew		$68.12	
Bryan Ttate		$142.92	

Abby Thomas	$81.84	
Ray Todd	$17.63	
Kellie Williams	$71.08	
Total Employee Benefits 2000	$1,011.80	$0.00
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	$0.00	$0.00
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**
Total Internal Services 4000	$0.00	$0.00
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**
Total Travel 5000	$0.00	$0.00
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**
Hand2mind Inc- Instructional/Educational Materials	$795.39	
The supply room- instructional/educational materials	$6,371.25	
Ozobot- instructional/educational materials	$2,250.00	
Edmentum Inc- Instructional/educational materials	$2,470.00	
Enviroscope - Instrctional/educational materials	$919.98	
Amzaon Inc- instrcutional/educational materials	$2,338.70	
Total Materials and Supplies 6000	$15,145.32	$0.00
	State	**Local**

Total Project Budget	$29,383.33	$0.00

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.

FY 2021 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
   cgrayball@henrico.k12.va.us
   (804) 652-3370

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

   The purpose of the Wilder Middle School College Readiness Center (CRC) Extended School Year (ESY) Program is to provide the necessary support systems to help students reach their academic potential. The goal of the CRC program is to prepare and develop underrepresented students for academic success as future college students through intensive support and rigorous curriculum. To this end, school staff provided targeted remediation and enrichment opportunities to selected students. These supports were provided both virtually and in-person due to the ongoing COVID pandemic. Results data for the required Student Achievement Metric demonstrate the difficulties inherent in supporting students during a pandemic.

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;**

   During the 2020-2021 school year, the Wilder Middle School CRC program provided 142 7th and 8th grade students with classroom tutoring in English (3.5 hours per day, 2 days a week for a total of 98 hours) and math (3.5 hours per day, 2 days a week for a total of 98 hours). The demographic make-up of students was: 88% African-American, 5% Caucasian, 1% Hispanic, 1% Asian/Pacific Islander, 5% identified as multiracial.

   This school year the program began in mid-January and ran through June 17, 2021, for a total of 87 school days. Six University Tutors assisted with small-groups to remediate or have students practice concepts and skills. Tutors worked according to the school schedule starting with the 1st/5th block at 9:10AM through the 4th/8th block at 2:00PM. They worked with virtual and in-person students via teams breakout rooms. Three Wilder math teachers tutored after school for four days a week from March 1st - June 4, 2021, 3:30 - 4:30 pm, 4 days/hours a week.

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;

Wilder teachers worked to create challenging content and assist students as they worked both virtually and in person. This content included project based learning and engaging virtual lessons. As is the case in every program year, teachers work with parents as partners by keeping them abreast of student progress and needs. That line of communication was ever more important in navigating the virtual landscape as many scholars chose to remain virtual.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   The program took a different shape and approach this school year. While we operated as a school wide family of teachers, there was not a team of specified teachers nor a school counselor that acted as a separate and cohesive CRC unit. Prior to the University Tutors starting, Principal Broudy held Teams meeting sessions so that teachers and tutors could introduce themselves, begin to communicate and have a clear understanding of expectations.

   We expanded outreach through academic support in the English and math classrooms at Wilder. As we have in the past, the team routinely used online groups and shared documents to communicate and plan and coordinate parent and student contact. In the virtual world those skills were greatly needed and widely used. This year the team also consisted of outside tutors, which meant that teachers needed to plan with that in mind and provide the tutors with information, including lessons, prior to implementation.

   Prior to the COVID-19 pandemic, students attended trips and experiences planned to expose them to area colleges as well as reinforce academic content and skills. However, the COVID-19 pandemic made going out of the building an impossibility. It also contributed to an academic slide for some and much needed reinforcement for others. To address this we provided tutoring both in class and after school.

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 FY21 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: Students will have a 75% pass rate on the End-of Course Standards of Learning exams.				
Instrument: SOL Exams				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: ECD**	**Reporting Group:**
Number of Students Assessed*	180**	142**	100**	--
Pre-test Average Score 18-19 Cohort***	79.4%	78.6%	76.9%	--
Post-test Average Score 20-21 Cohort	35.6%	43.0%	40.0%	--
Net Change	-43.8 percentage points	-35.6 percentage points	-36.9 percentage points	--

* Figures in this row are reflective of ESY students only in the 20-21 Cohort.
**Number of SOL tests administered
***Students in the 19-20 Cohort did not sit for SOL exams, therefore, the 18-19 Cohort was chosen for comparison.

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 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.

In 2020-21, Wilder's ESY students earned a score of 400 or above on 64 of the 180 SOL exams they took for a pass rate of 35.6%. Black students earned a score of 400 or above on 61 of the 142 SOL exams they took for a pass rate of 43.0%. Economically disadvantaged students earned a score of 400 or above on 40 of the 100 SOL exams they took for a pass rate of 40.0%. In 2018-19, the pass rate for all students was 79.4%, for black students it was 78.6%, and for economically disadvantaged students it was 76.9%. This represents a decline of 43.8 percentage points for all students, 35.6 percentage points for black students, and 36.9 percentage points for economically disadvantaged students. The percentage of Wilder ESY students in the 20-21 cohort who passed their SOL exams did not exceed the 75% threshold.

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:**

   Henrico County Public Schools and Wilder Middle School have built the school's capacity to continue to implement in future years the instructional and project based learning strategies gleaned over the course of the grant when grant funding has been exhausted.

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**
Meghan Dober	afterschool tutor	$405.60	
Michael Dunson	afterschool tutor	$650.91	
Molly Monaghan	afterschool tutor	$363.63	
Simone Robinson	project coordinator	$2,570.77	
Total Salaries and Wages 1000		$3,990.91	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Meghan Dober		$23.80	
Michael Dunson		$36.21	
Molly Monaghan		$27.81	
Simone Robinson		$154.96	
Total Employee Benefits 2000		$242.78	$0.00
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**
University Instructors- tutoring services		$9,719.64	
Total Contractual Services 3000		$9,719.64	$0.00
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**
Total Internal Services 4000		$0.00	$0.00

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**
Total Travel 5000	$0.00	$0.00
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	$0.00	$0.00
	State	**Local**
Total Project Budget	$13,953.33	$0.00

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.

FY 2021 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
cgrayball@henrico.k12.va.us
(804) 652-3370

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

The purpose of the Wilder Middle School College Readiness Center (CRC) Extended School Year (ESY) Program is to provide the necessary support systems to help students reach their academic potential. The goal of the CRC program is to prepare and develop underrepresented students for academic success as future college students through intensive support and rigorous curriculum. To this end, school staff provided targeted remediation and enrichment opportunities to selected students. These supports were provided both virtually and in-person due to the ongoing COVID pandemic. Results data for the required Student Achievement Metric demonstrate the difficulties inherent in supporting students during a pandemic.

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;**

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Wilder teachers worked to create challenging content and assist students as they worked both virtually and in person. This content included project based learning and engaging virtual lessons. As is the case in every program year, teachers work with parents as partners by keeping them abreast of student progress and needs. That line of communication was ever more important in navigating the virtual landscape as many scholars chose to remain virtual.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   The program took a different shape and approach this school year. While we operated as a school wide family of teachers, there was not a team of specified teachers nor a school counselor that acted as a separate and cohesive CRC unit. Prior to the University Tutors starting, Principal Broudy held Teams meeting sessions so that teachers and tutors could introduce themselves, begin to communicate and have a clear understanding of expectations.

   We expanded outreach through academic support in the English and math classrooms at Wilder. As we have in the past, the team routinely used online groups and shared documents to communicate and plan and coordinate parent and student contact. In the virtual world those skills were greatly needed and widely used. This year the team also consisted of outside tutors, which meant that teachers needed to plan with that in mind and provide the tutors with information, including lessons, prior to implementation.

   Prior to the COVID-19 pandemic, students attended trips and experiences planned to expose them to area colleges as well as reinforce academic content and skills. However, the COVID-19 pandemic made going out of the building an impossibility. It also contributed to an academic slide for some and much needed reinforcement for others. To address this we provided tutoring both in class and after school.

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 FY21 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: Students will have a 75% pass rate on the End-of Course Standards of Learning exams.				
Instrument: SOL Exams				
Reporting Area	**All Students**	**Reporting Group: Black**	**Reporting Group: ECD**	**Reporting Group:**
Number of Students Assessed*	180**	142**	100**	--
Pre-test Average Score 18-19 Cohort***	79.4%	78.6%	76.9%	--
Post-test Average Score 20-21 Cohort	35.6%	43.0%	40.0%	--
Net Change	-43.8 percentage points	-35.6 percentage points	-36.9 percentage points	--

* Figures in this row are reflective of ESY students only in the 20-21 Cohort.
**Number of SOL tests administered
***Students in the 19-20 Cohort did not sit for SOL exams, therefore, the 18-19 Cohort was chosen for comparison.

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 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.

In 2020-21, Wilder's ESY students earned a score of 400 or above on 64 of the 180 SOL exams they took for a pass rate of 35.6%. Black students earned a score of 400 or above on 61 of the 142 SOL exams they took for a pass rate of 43.0%. Economically disadvantaged students earned a score of 400 or above on 40 of the 100 SOL exams they took for a pass rate of 40.0%. In 2018-19, the pass rate for all students was 79.4%, for black students it was 78.6%, and for economically disadvantaged students it was 76.9%. This represents a decline of 43.8 percentage points for all students, 35.6 percentage points for black students, and 36.9 percentage points for economically disadvantaged students. The percentage of Wilder ESY students in the 20-21 cohort who passed their SOL exams did not exceed the 75% threshold.

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:**

Henrico County Public Schools and Wilder Middle School have built the school's capacity to continue to implement in future years the instructional and project based learning strategies gleaned over the course of the grant when grant funding has been exhausted.

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**
Simone Robinson	project coordinator	$0.00	
Michael Dunson	afterschool tutor	$0.00	
Meghan Dober	afterschool tutor	$0.00	
Total Salaries and Wages 1000		$0.00	$0.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Simone Robinson		$41.67	
Michael Dunson		$13.60	
Meghan Dober		$7.22	
Total Employee Benefits 2000		$62.49	$0.00
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		$0.00	$0.00
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**
Total Internal Services 4000		$0.00	$0.00

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**
Total Travel 5000	$0.00	$0.00
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	$0.00	$0.00
	State	**Local**
Total Project Budget	$62.49	$0.00

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.

Hopewell City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR A YEAR ROUND SCHOOL PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: CARES Funding used (FY20 carryover funds will be used next, followed by FY21 carryover funds)

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

2. **Grant Coordinator contact information;**

   Byron Davis
   Director of Balanced Calendar and District Communications
   (804) 541-6400
   bdavis@hopewell.k12.va.us

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

   Hopewell City Public Schools had planned to begin implementation of its YRS Balanced Calendar model during the 2020-2021 school year. 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. During the 2020-2021 school year, HCPS continued the process of refining and

developing its plans for implementation, with special focus given to the development of intersession courses.

The primary work achieved was as follows:

- Intersession courses were designed for students
- Intersession course feedback meetings were facilitated for quality assurance and alignment
- A digital catalog was developed, courses were added to it, and it was shared with the community with the opportunity to register for courses: https://catalog.hopewell.k12.va.us/
- Presentations were made in community forums to keep the community informed of progress and opportunities
- Advertised opportunities to businesses and community members to suggest their own ideas for intersession courses partnerships
- Developed assessments (three) to measure success of intersession courses
- Participated in a doctoral study from VCU: https://scholarscompass.vcu.edu/edd_capstone/9/
- Applied to be part of a subsequent doctoral study, and began process with new team
- Developed and implemented method of acquiring instructional materials
- Implemented a method for avoiding redundancy and waste by developing a strategy for tracking and using inventory
- Coordinated methods for storing of additional inventory
- Developed and implemented method for securing transportation for intersession courses
- Developed and implemented method for securing background checks for all community partners
- Support and answers have been provided to other curious districts that have reached out and are considering similar plans
- Hosted the governor of Virginia, First Lady of Virginia, VDOE State Superintendent, and Secretary of Education for a balanced calendar kickoff on our first day of school, July 26, 2021.

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. The primary effects have been to develop passion and excitement around this model while also making sure we are prepared for success.

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 are 4145 students enrolled in Hopewell City Public Schools that started their year under our new YRS model on July 26, 2021. Due to the COVID-19 pandemic, and further complicated with the delta variant that happened to coincide in incidences at the time Hopewell's school year was starting, approximately 86 of those students started in a virtual model, and that number continues to grow as demand for virtual options has increased. The added value in terms of instructional opportunities primarily comes in the form of our intersession courses, which take place in the fall, spring and summer, each occurring directly after the preceding marking period/quarter ends. At the time of this report, the first intersession has not yet occurred. However, there are 111 courses offered for the fall intersessions, and currently there are 527 students enrolled in fall intersession courses. 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. A copy of our calendar can be found here: https://www.hopewell.k12.va.us/apps/pages/index.jsp?uREC_ID=1734816&type=d&pREC_ID=2002619

Scheduled intersession dates are:

- 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;**

Since inception, far more has happened. During this past year alone, public presentations have been made to the community to keep them informed of progress and opportunities. We have also communicated via social media, communication apps, our website, emails, and automated calls. Community partners have been established and additional presentations have been and continue to be made in order to foster additional partnerships for a collaborative design and delivery process. Families have been given the opportunity to review all available courses, and the choice to register for the courses of their choice. While registration has been designed to be completed remotely, additional support sessions for registration have been held at each school.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

The greatest barriers have been 1) the COVID-19 pandemic, 2) creating general awareness, and 3) ensuring that tasks are completed according to plan and deadline.

1. COVID-19 Pandemic: The COVID-19 pandemic has scared people, which has led to changes in plans, an onslaught of questions, and shifting demands. This has created great challenges related to maintaining and growing enthusiasm for new programming and for the logistics of planning and delivery.
2. Creating General Awareness: Regardless of the number of times and methods we share information, there are still people that we speak to that remain unaware that we need to educate. We believe this will only get easier and better after people fully experience the first year of the balanced calendar and intersession courses and develop expectations in the process, but it has been a continual challenge thus far.
3. Ensuring that Tasks are Completed according to Plan and Deadline: This can be applied to any project or initiative, but it is certainly relevant for the Balanced Calendar as well. There are a lot of moving parts and a lot of responsible people. In order for the plan to work to its full potential, everyone needs to do their part on time.

The greatest aides to the program have been 1) hierarchical leadership and support, 2) solving problems with purchased products and services, and 3) innovating through thought partners and partnerships.

1. Hierarchical Leadership and Support: Our Balanced Calendar Department consists of two people: Byron Davis, Director of Balanced Calendar, and his assistant, Karen Bowen, Balanced Calendar Implementation Specialist. The fact of the matter is that I could not achieve what we have achieved without the support - first of Karen Bowen, and additionally from the intersession coordinators, whom we have hired one for each school. These people have been invaluable to our progress.
2. Solving Problems with Purchased Products and Services: We design and develop as much in-house as we are able, and are responsible for the use of what we create. However, there are some things that we have determined we need to do that other companies specialize in doing. Without contracting their services, we would not be able to accomplish many of our tasks with the same level of excellence. We hired a company, Made by Raygun, to develop our digital catalog to our design specifications. We purchased a subscription to a product called Sortly to manage inventory tracking. We contracted the services of a company called Qualtrics to assist us with the delivery of assessments we designed as well as the accumulation of data associated with those assessments. These are some of the examples of how we have found ways to deliver our vision using the services of other companies.
3. Innovating through Thought Partners and Partnerships: Our course offerings are unique, interesting and inspiring. They are also varied. Nearly all of this can be attributed to the fact that we have allowed teachers to custom design the theme, topic, and area of focus of their courses. Additionally, we have encouraged community partners to suggest ideas, and regardless of the origin of an idea, the design and delivery process with community partners is collaborative. Avoiding a top-down approach to course design has allowed for creativity and innovation.

If there is an amount of time to plan for a year-round school model that is "too much", we have not found it. While we were disappointed to delay the start of our program by an additional year, the additional time has proved very helpful, and we continue to have plenty to do. My assistant's work and mine are devoted nearly exclusively to this task.

We were able to develop a method to meet transportation needs by adding an additional workflow to our existing transportation request process that allows teachers to request transportation for field trips during intersessions. Additionally, we were able to meet needs by maintaining the same schedules and routes as our regular school year for drivers to transport students to and from school during intersessions.

Our projected budget continues to increase, though we have developed what we believe is a reasonable and sustainable program that costs approximately $750,000 for the additional six weeks added onto during the school year. We believe that with existing allocated funds, we should be able to support programming for as much as five years before requiring additional revenue sources. We believe that with good stewardship of finances and avoidance of wasteful habits such as duplicating purchases of materials, we should not exceed this budget and may be able to spend less per year than projected. We also believe that, with strong programming and added value to the community, that we can gain community support to maintain and sustain programming with funding transferring to a local responsibility that is supported by the composite index.

We have been providing professional development to our Intersession Coordinators, who will in turn provide professional development to their respective building's staff. Additional professional development will be necessary to schedule in the future as well.

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 FY21 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				
Instrument:				
Reporting Area	**All Students**	**Reporting Group:**	**Reporting Group:**	**Reporting Group:**
Number of Students Assessed	Not Available	Not Available	Not Available	Not Available
Pre-test Average Score	Not Available	Not Available	Not Available	Not Available
Post-test Average Score	Not Available	Not Available	Not Available	Not Available
Net Change	Not Available	Not Available	Not Available	Not Available

*Please see explanation below regarding the unavailable data.

Enter an explanation of the data here:

*While our plan does include metrics for the identified areas, we will not be able to share data until after implementation of our program (intersession courses). Our areas of focus, per our original

grant application are Student Achievement (SOLs), Attendance, and Climate. Our intent is to collect and analyze data comparatively via seven layers of program impact (from 0 to 6). Additionally, we have developed three other tools that are intended to provide more direct measurement and support our original metrics. These are:

1. Deeper Learning Framework: Teacher completed assessment of student soft skills related to communication, collaboration, critical thinking, problem solving, and alignment to standards of learning.
2. Culminating product or performance: Audience (community) completed assessment of a course culminating product or performance.
3. Social Emotional Learning (SEL): Student self-selected competency for targeted growth with self and peer assessment.

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:

We have put heavy emphasis on sustainability. We have taken an "all-in" approach by including all of our schools in this model, and by developing systems and processes that can be routinely and consistently used over multiple years (budgeting, staffing, data tracking, development and advertising of intersession courses, quality assurance, chain of command, inventory management, community buy-in and participation, doctoral study and recommendations focused on sustainability, etc.).

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**
Byron Davis	Supervisor of Balanced Calendar Implementation	0	81477.4
Karen Bowen	Administrative Assistant to the Supervisor	0	34344.96
Theressa Bailey	Balanced Calendar Coordinator	0	6500
June Jarquin-Tokosh	Balanced Calendar Coordinator	0	6500
Ryan Ponder	Balanced Calendar Coordinator	0	6500
April Schnipper	Balanced Calendar Coordinator	0	6500
Christina Wade	Balanced Calendar Coordinator	0	6500
Total Salaries and Wages 1000		0	148322.36
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Byron Davis	Benefits	0	30444.98
Karen Bowen	Benefits	0	13186.76
Theressa Bailey	Benefits	0	248.87
June Jarquin-Tokosh	Benefits	0	248.14
Ryan Ponder	Benefits	0	246.95
April Schnipper	Benefits	0	242.23
Christina Wade	Benefits	0	237.92
Total Employee Benefits 2000		0	44855.85
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**
Raygun Design LLC - digital catalog		0	6666
Raygun Design LLC - digital catalog for enrichment opportunities		5000	

Total Contractual Services 3000		5000	6666

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**
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**
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**
Amazon-glue, Yoga for children, flashcards, craft kit, alphabet rubber stamp, easel, markers	868.35	
Amazon-labels	644.16	
Amazon - document scanner	194	
Amazon – Books	1011.74	
Amazon - garment rack, children's diet & nutrition books, cookbooks, toaster oven, blender, sign language for kids, hand sanitizer, indoor bbq grill	313.85	
Amazon - food pyramid poster, sign language flashcards, bed sheets, toddler's handbook, Community helpers board game, ink pad set, kitchen accessories set for kids, no spill paint cups	659.23	

Dick Blick - sharpies, block print, printmaking paper, print foam board	647.04	
Amazon - Dog books, foam paint brushes, canvas panels, compass, construction paper, Freenova ultimate starter kit for BBC Micro:bit, Samsung EVO select	381.18	
Amazon - crayons, glue, toaaster oven, mixing bowls, sealer, knife set, writing tablet, oven pan set, books, hand mixer, mouse for computer, construction paper, athletic socks,	1163.36	
Amazon - paint & brushes, crayons, glue, construction paper, puzzle, googly eyes, origami paper, cardstock, paper plates	241.37	
Amazon - Fossil excavation kit, jungle party favors, books, desert sand soil cover, paints	237.98	
Amazon - modeling clay, party hats, caligraphy brush, books, paint set, mixing cups, crayons, kraft paper, paint sticks, shelf lner, wood glue, birthday decorations, pom poms, markers, construction paper,	630.82	
Amazon - fossil excavation kit, boomerang, storage bins, Australia books, planting party kit, paint burshes, dinosaur figures, composition notebooks, modeling clay, mini jungle animals, beach sand, books	786.93	
Amazon - pony beads, easel pads, tri fold display board, cardstock, construction paper, glue, straws, sketch pads, scissors, books, tape, modeling clay, markers, rubber bands	413.63	
Amazon - blank comic books, pencils, community workers figures, craft supplies, notebooks, construction paper, flash cards, glue, crayons, glue sticks	238.9	
Teachers Pay Teachers - Australia Bushfires bundle, geography unit lesson plans, natural disasters	18.8	
Amazon - Trickester tale and counting book, chalkboard sign, weird but true food books, sticky notes, books, pencils, storage bins,	552.35	
Amazon - writing procss folders, books, markers,	197.54	
Amazon - books, markers, crayons,	526.6	
Amazon - batting tee, baseballs, scrimmage vests, carpet runner, journals	729.8	
Amazon - flags, markers, shadow box frames, constructin paper, crayons, metaphor dice starter set,	339.52	
Amazon - tablecover, flags	18.49	
Amazon - shadowboxes, poetry book, dry erase lapboards, pencils, binoculars, banner, rock painting kit, electric hot burner, Haikubes, animal headbands, safari hats, flags	585.1	
Amazon - golf tees, plastic sliverware, round lawn edger, work gloves, cooking utensil set, trowel, construciton paper, paper towels, napkins, golf balls, cups, measuring cups, disinfecting wipes, paper plates, bowls, disposable gloves	969.61	
Amazon - Chibuttons kit, colored pencils, memory card, pencil sharpener, digital cameras	550.43	

Amazon - digital cameras, drawstring bags, pencils, notebooks	169.55	
Amazon - clay, cellophane, balance stepping stones, crayons, foam cubes, foam ball set, construction paper, paint brushes, tissue paper, books, rulers, world maps, paint set, aprons	435.27	
Amazon - Christmas blanket, penguin books, globe	90.84	
Amazon - railroad board, pencils, notebooks, display boards, poster board, markers	181.4	
Amazon - bird house kits, cardboard boxes	125.8	
Amazon - modeling clay, laundry basket	96.81	
Amazon - hanes tshirts, sign language for kids	236.28	
Burmax - manikins, adhesive, lashes, practice hand, practice fingers, hair spray, acrylic kit	201.78	
Burmax - practice hand	12.51	
Amazon - Fudenosuke brush pens, guide to modern calligraphy	155.4	
Amazon - blank books	95.98	
Amazon - Honeybee book	34.81	
Amazon - Honeybee book	21.95	
Amazon - children'sbiography sets, yoga mats for kids	279.88	
Amazon - electric hand mixers, cuttingn boards, candy eyeballs, mini-muffin pans, toaster oven, spatula set, measuring cups, mixing bowls, knife set, utility storage cart, vanilla beans, toaster oven pan set, baking supplies, parchment paper, graduated cylinders and beakers, aprons, guide to american sign language, cooling racks, potholders, kitchen scale	1252.4	
Amazon - paper plates, flags, constuction paper, children's books	199.15	
Amazon - magnetic building sticks & blocks, easel pads, journals, paintable easter eggs, books, coffee filters, duct tape, crayons, markers, cardstock, pop-up notes, pencils, masking tape, brick set, glue, craft sticks	820.77	
Amazon - plastic baseballs, glue sticks, display boards	78.67	
Amazon - paint, scissors, kitchen knife set, blender, scrapbook paper, paper, four square balls, glue, basketballs, soccerballs, railroad board, markers, weights, canvas, bomerang, foam board, tissue paper, watercolor pad, kitchen scale	1365.82	
Amazon - canvas boards, paints, clay, brushes, storage bins	389.92	
Amazon - brushes for acrylic oil watercolor, clay modeling tools, dolly	103.6	
Amazon - yoga mats	269.97	
Amazon - face paint for kids, gel ink pens, cowboy bandanas, witch hooded cape	143.43	
Amazon - mini animal plush toy, bracelets, jewelry making supplies, bandanas, sealer, composition books, wooden dowel rods	129.14	

School Specialty - clay, scissors, plastrcraft	136.09	
Amazon - crayons, dividers	110.19	
Educational Innovations - extra seltzer rocket tablets, seltzer rocket kit, plastic magnifier	57.94	
Amazon - lacrosse sticks, crochet hooks, sewing needles, mouth guards, practice cones, bottle w/straw	191.93	
Amazon - crochet hooks, lacrosse goal and stick set, embroidery fabric, yarn, storage bins, stick and ball starter set, embroidery hoops, thread floss set, lacrosse balls	442.23	
Amazon - spray paint, readers set, guide to modern calligraphy, books, stencils, yarn, paint brushes, paint, markers, sandpaper, sketch pads, vinyl gloves, clay, erasers, dinnerware set, steel wool, pencils	1024.42	
Really Good Stuff - The Ocean Zones Kit	15.72	
Dick Blick - Spdball scrnprt kit introductory kit	48.26	
Lakeshore Learning - Community workers book set, 3 little pigs stem kits	222.22	
Teachers Pay Teachers - African grasslands lessons and activities, math & literacy activities, pumpkin units, digital escape rooms, nonfiction writing unit	63.85	
Greenspring Foundation - harp rental for 6 student lever harps	300	
Demco - Color your own zoo animal masks, safari animal cup craft	41.51	
Bank of America - Sortly - Sortly Pro user sobscription	828	
Bank of America - Michaels - ink pads, stapms, cards and envelopes, stamp cleaner, colored pencils, ribbon, cardstock paper, acrylic paint, paintbrushes, canvas	216.78	
Bank of America - Educatonl Disc Golf Experience - Disc Golf Set	4990	
Bank of America - Home Depot - wood lgue, tape, nails, square edge	201.25	
Bank of America - Wal-Mart - salt, cookware set, craft squares, thread, hot plate	181.22	
Bank of America - Wal-Mart - yarn and crochet hooks	152.18	
Bank of America - Waring Music - Waring gharp kit and harp primer	510	
Bank of America - Home Depot - fence pickets	66.33	
Bank of America - Home Depot - large egg rock caribbean beach pebbles	12.61	
Bank of America - Ace Runners Disc Golf - DGA Blunt Gumbputt	278.59	
Total Materials and Supplies 6000	29903.23	0
	State	**Local**
Total Project Budget	34903.23	199844.21

Note: School divisions receiving a start up grant are required to provide a twenty percent local match, 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.

Newport News City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY20 carryover funds; FY 21 new Funds

The final report must include the following:

1. **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

2. **Grant Coordinator contact information;**

Karen Lynch, Extended Learning Administrator, karen.lynch@nn.k12.va.us
757-283-7791

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

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. NNPS developed two extending learning programs for students: The Summer Program for Arts, Recreation and Knowledge (SPARK) and Wonderful Extended Learning, Enrichment & Advancement Program (WE LEAP).

The 2020-21 program was limited in scope due to school building shutdowns across the Commonwealth in response to the Covid-19 pandemic. Starting in October and running through the summer months, 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 and 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 (WE LEAP and SPARK) have shown progress against closing achievement gaps.

As part of the summer component, SPARK 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, which conducts workshops for the families of participating students.

The primary goals of WE LEAP and SPARK are to increase student mastery of English, Math, and Science Standards of Learning, while engaging students in enrichment activities that promote their love of learning and stimulate their interest in deeper exploration of content.

Results: The 2020-2021 school year began virtually, however, in March we began offering limited in-person and blended instruction. Because the students spent their classroom day learning on the computer, additional screen time through an extended school day program was not advised. Instead, NNPS offered virtual Saturday enrichment programs from October through May. These enrichment offerings were all Computer Science and STEM based. It did not have the scope of our original intent. Our proposed programming will continue for the 2021-2022 school year in-person with after school hours and Saturday enrichment. (see table A)

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;**

Through this continuum of service, WE LEAP provided virtual enrichment on Saturdays from November 2020-May 2021, and SPARK provided in-person remediation and enrichment during the summer 2021, for a total of 226 additional hours of learning. That equals 34.5 additional days, or 1.7 additional months, spent on extended learning opportunities.

A six-week long Summer Program for Arts, Recreation and Knowledge (SPARK) extended students' learning beyond the traditional school year.
WE LEAP (3-5 afterschool/Saturday) served 79 students virtually
WE LEAP (6-8 after school/Saturday) served 81 students virtually
SPARK (K-5 summer) served 1195 students in-person
SPARK (6-8 summer) served 300 students in-person

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;**

- Provided program updates to the local school board, provided program exposure to potential business partners and local community via cable television, sent flyers to parents, solicited support from teachers.
- Partnered with various community agencies to provide enrichment activities, including College of William & Mary, Virginia Living Museum, VA Air & Space, Jefferson Labs, Flying Classroom, Axiom Educators, Mariners Museum & Park, ·Mad Science, Enrichment City, Youth Technology Network, Alternatives Inc./Power Up Fitness, Young Audiences of Virginia, Inc.
- Promoted the program at PTA meetings, family engagement functions, websites, and social media http://sbo.nn.k12.va.us/weleap/
- 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.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;

Unfortunately, the program administrator changed three times during the past school year, and the interim administrator was also doing another full-time position in NNPS while managing some forward progress on this grant. This turnover was a direct impact of COVID on our community and school district.

COVID mitigation strategies were a large hindrance to the operation of the program as proposed. Online learning was a challenge for a large population served by this grant, and continuing screen time after the school day was not advised, could not be enforced, and would not provide any academic advantages. We moved forward with online Saturday enrichment where students were not already overburdened with a full day of screen time.

Technology issues were also a barrier. Although the district office had many locations throughout the district to pick up and drop off computers, families struggled getting to the sites. The district struggled with getting students to log-in and stay logged-in without connection issues.

From September-March 100% of the students were receiving instructionally virtually. Over 50% of the students in the district remained virtual throughout the school year. Teachers attempted testing students virtually, but validity of the assessments are questioned due to environmental factors in the student's home during the assessment.

Because of the limited operations of the 2020-2021 school year, we are able to use carry over funding to fully implement the program without any additional funding requests for after-school remediation in the 2021-2022 school year.

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 FY21 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.

Table A

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
Metric: Student Achievement				
Instrument: PALS, RI, and the variability index was used to invite a targeted group of students to SPARK				
Reporting Area	**All Students**	**Reporting Group:**	**Reporting Group:**	**Reporting Group:**
Number of Students Assessed	Not Available	Not Available	Not Available	Not Available
Pre-test Average Score	Not Available	Not Available	Not Available	Not Available
Post-test Average Score	Not Available	Not Available	Not Available	Not Available
Net Change	Not Available	Not Available	Not Available	Not Available

*Please see the explanation below about the unavailable data

Enter an explanation of the data here:

*Due to the COVID pandemic, the program was significantly altered. For We Leap, our division focused on the social and emotional needs of students by providing enrichment activities on Saturday throughout the school year for 3rd-8th graders. Some students return for in-person learning and assessments in March 2021. Reading Specialist worked with the curriculum team to gathered reading data to invite a targeted group of students to SPARK. We used the assessment data to target students with documented learning loss.

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 school division plans to expand the number of days and/or hours of the program during the 2021-22 school year. The program model will mirror that of the school division – virtual, in-person, or hybrid in accordance to guidance at the time. Our grant department was awarded a grant to begin planning to support our growing ESL population.
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 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. Reggie Alston	Project Administrator (July)	$82,663	
Christine Monteith	Administrative Support	$34,306	
Hourly payment to teachers	Instruction of Students	$133,657	
Summer School (2020) payroll (non-teachers)	Summer Cost (Admin, aides, nurse)	$13,638	
Total Salaries and Wages 1000		$264,264	
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		$45,179	
Christine Monteith		$17,153	
Hourly payment to teachers		$11,561	
Summer School (2020) payroll (non-teachers)		$1,180	
Total Employee Benefits 2000		$75,073	
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**
Achieve Success Tutor		$32,970	
Alternatives Inc		$ 1,916	
Axiom Educators		$975	
Enrichment City		$2,365	
The Flying Classroom		$137,500	
The Learning Internet		$15,500	
Mariners Museum		$1,000	
Science at the Beach		$6,930	
Virginia Air & Space Center		$4,200	
Virginia Living Museum		$16,900	

Young Audiences Virginia Inc	$14,460	
Total Contractual Services 3000	$234,716	

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	$9,473	
Total Internal Services 4000	$9,473	

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**
Total Travel 5000	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**
Food Supplies	$520	
Educational Material & Supplies	$101,512	
Total Materials and Supplies 6000	$102,033	
	State	**Local**
Total Project Budget	$685,559	

Petersburg City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY20 carryover funds

The final report must include the following:

1. 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

2. Grant Coordinator contact information;

Ryan D. Daniels
rydaniels@petersburg.k12.va.us
(336)-430-2879

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

The High School Extended Learning Experiences:
STEMStruction
Petersburg High School focused on the STEMSTRUCTION Academy, a program designed to engage students in real-world academic lessons and hands-on industry experience through integrated CTE pathways. This program is designed to allow students to apply what they have learned in their math, science and English classes to real-world projects while exercising their critical thinking skills. The first part of the program had to be modified due to COVID-19. In order to keep student engaged the first part of the program focused on research, entrepreneurship and finances. Student of all levels have been exposed to statistics, measurement, comprehension, recall and other higher-level problem-solving skills. Students also worked with instructors to report and present about their findings. Activities are designed around current events, activities such as stock exchange games and activities, construction projects and reading presenting current events to projects designed specifies to encourage being creative. On average, 25 students participated in STEMSTRUCTION on a weekly basis. Their cumulative project was the creation of a real estate portfolio that focused on purchasing distressed houses, remodeling them, and selling them for a profit. (See Example Below)
Reading Circle
In the spring of 2021, Petersburg High School developed a "Reading Circle" allowing students to have discussions about fiction and non-fictional text that went beyond their standard ELA curriculum. Books included "Just Mercy", a true story about a civil rights attorney who worked tirelessly for his client's exoneration and release from prison. The books selected are culturally

relevant discussing topics such as immigration, friendship, civil rights, and social justice. This project is ongoing into the upcoming 2021-2022 school year. These books and the opportunity to participate was an experience available to all students.

The Elementary and Middle Extended Learning Experience:
As the educational landscape transforms due to the COVID-19 pandemic, PCPS partnered with Flying Classroom to maintain student engagement and learning in STEM+. By offering students relevant virtual sessions to engage in each week through a live or recorded option, varied learning content, and materials for hands-on projects, where students continued to learn both academic and core STEM skills. Flying Classroom commits to each organization to provide and enrich explorer learning experiences, by engaging explorers 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. Flying Classroom also developed student's (explorers) 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 Virtual STEM+ Exploration Series for Petersburg City Public Schools was held for 12 weeks for 2,869 K-8 students. The sessions began in October of 2020. Explorers (students) led by Flying Classroom STEM+ Expedition Leaders (teachers) navigated through 10 - 12 Flying Classroom Expeditions during virtual sessions. The expeditions incorporated academic content from grade level subject areas that align specifically to NSTA STEM Units selected by Petersburg Public Schools and Virginia Science Standards of Learning.

Students acquired content knowledge and understandings needed to create, apply critical thinking, communicate, and collaborate through learning and the engineering design process. Throughout their learning experience, student's-maintained STEM+ journals that document their designs and the subject matter content they have incorporated into their design. Investigations into multiple areas of science and mathematics were critical to student success of the projects. Students also employed informational literacy (reading and writing) skills to complete the project.

Each week for 12 weeks, student explorers from Petersburg Public Schools engaged in a virtual session with a Flying Classroom STEM+ Expedition Leader. As part of the virtual session, students did not only solve engineering design challenges, but they learned critical content in a variety of subject areas. On average, 500 students participated in the weekly Flying Classroom STEM sessions with virtual live instruction from Flying Classroom STEM Expedition leaders.

Division-Wide Extended Learning Experience:

Summer Academy
Summer Academy for students in grades Kindergarten through Eighth grade was a five-week long virtual or in-person academic enrichment experience focusing on reading, writing, math as well as STEM exploration and the development of social and emotional skills. Overall, 700 K-8 students participated in Summer Academy either virtually or in-person.

Summer Academy for students in grades Ninth through Twelfth was an opportunity for students to earn the necessary verified credit for promotion to the next grade or to be a member of the summer graduation cohort. An academic support specialist was employed to track the attendance and academic progress of students who were eligible for summer graduation. Overall, 150 9-12 students took advantage of the opportunity for credit recovery.

Milestones, Successes, and Accomplishments
Petersburg High - Even in a pandemic PCPS staff and Flying Classroom team see the importance of educating and preparing students to become exposed to real-world experiences using financial literacy, real estate and current events to reinforce skills need to learn to be successful. When the pandemic hit PCPS leaders work with Capt. Barrington with the Flying Classroom and his team to restructured their intended instruction process to bring virtual activities to students using relevant current events to engage students while enhancing their learning exposing them to new experiences while encouraging them to use their critical thinking skills. This is a milestone because students are still actively involved in learning the process.
Middle and each Elementary School Experience - Measurable goals were critical in determining the success of this pathway. Student's artifacts were collected, including STEM+ notebooks and final design projects. Students were administered a pre-and post-survey that measured their general knowledge about STEM+. Students were evaluated using the Flying Classroom 4C's (collaboration, communication, creativity, and critical thinking) rubric.

Students also recorded their learning in a STEM+ journal (learning documents). The journal included academic activities that aligned with multiple content areas and focus on science, engineering, mathematics, and literacy.

During Summer Academy, students in Kindergarten through Eighth grade showed significant academic growth from the beginning of Summer Academy to the end as evidenced by pre- and post-test data.

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;

Flying Classroom STEM Enrichment				
School	**Dates**	**Time**	**Content Areas Addressed**	**Student Enrollment**
Cool Spring	Fall: Oct. 23, 2020 – Feb. 5, 2021 Spring: Feb. 23, 2021- May 07, 2021	11:00 AM to 12:30 PM	Science, Math, and Engineering	150
Lakemont	Fall: Oct. 23, 2020 – Feb. 5, 2021 Spring: Feb. 23, 2021- May 07, 2021	9:30 AM to 11:00 AM	Science, Math, and Engineering	80
Pleasants Lane	Fall: Oct. 23, 2020 – Feb. 5, 2021 Spring: Feb. 23, 2021- May 07, 2021	11:00 AM to 12:30 PM	Science, Math, and Engineering	125

Walnut Hill	Fall: Oct. 23, 2020 – Feb. 5, 2021 Spring: Feb. 23, 2021- May 07, 2021	11:00 AM to 12:30 PM	Science, Math, and Engineering	98
Vernon Johns	Fall: Oct. 23, 2020 – Feb. 5, 2021 Spring: Feb. 23, 2021- May 07, 2021	1:00 PM to 2:30 PM	Science, Math, and Engineering	200
STEMStruction				
School	**Dates**	**Time**	**Content Areas Addressed**	**Student Enrollment**
Petersburg High	Fall: Oct. 23, 2020 – Feb. 5, 2021 Spring: Feb. 23, 2021- May 07, 2021	10:30 AM to 11:30 AM	Science, Math, and Engineering	25
Reading Circle				
School	**Dates**	**Time**	**Content Areas Addressed**	**Student Enrollment**
Petersburg High	Spring: Feb. 23, 2021- June 11, 2021	9:00 AM to 10:00 AM	Reading	164
Summer Academy 2021				
School	**Dates**	**Time**	**Content Areas Addressed**	**Student Enrollment**
K-8	Jun. 28 – Jul. 29, 2021 (Mon. – Thurs.)	8:30 AM to 1:00 PM	Reading, Math, Science and Social Students	700
9-12	Jun. 28 – Aug. 5, 2021 (Mon. – Thurs.)	8:00 AM to 12:30 PM	Reading, Math, Science and Social Students	150
After School Tutorial				
School	**Dates**	**Time**	**Content Areas Addressed**	**Student Enrollment**
Walnut Hill	Apr. 14-Jun. 11, 2021 (Mon and Weds)	2:00 PM to 3:15 PM	Reading, Math, and Science	51

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 projects were planned with input from teachers, administrators, and parents. We distributed a needs assessments to the families of students enrolled in PCPS. Utilizing the data from this assessment we determined that program was needed to support remediation and/or enrichment in the subjects of reading, math, and STEM. As with any of school division, we faced issues in terms of pivoting our programming to virtual formats during the COVID-19 pandemic. Summer Academy was offered in a virtual or face to face format, during our asynchronous learning days students virtually engaged in STEM enrichment as well as tutorials.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;

Due to the COVID-19 school closure in March of 2020, the structure and goals of programming support by the Extended Learning grant including some programming shifting to a virtual format. During the Summer of 2021, the division offered a summer extended learning opportunities for students in grades Kindergarten through Twelfth; students had the option of attending virtually or in-person. During the school year the Extended Learning opportunities took place virtually on the division's asynchronous learning day, Friday.

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 FY21 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				
Instrument: Performance Matters (Reading/Math)				
Reporting Area	**All Students**	**Reporting Group:**	**Reporting Group:**	**Reporting Group:**
Number of Students Assessed	193	Not Applicable	Not Applicable	Not Applicable
Pre-test Average Score	64%	Not Applicable	Not Applicable	Not Applicable
Post-test Average Score	78%	Not Applicable	Not Applicable	Not Applicable
Net Change	14%	Not Applicable	Not Applicable	Not Applicable

Enter an explanation of the data here:
Students who participated in ESY-supported programs were administered a pre and post-test for covered content and/or subjects in the Performance Matters assessment platform.

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:

ESY-supported programs were available to all K-12 students enrolled in Petersburg City schools. To sustain this model we are examining ways that both local and state funds can be utilized to maintain the quality and reach of these programs during upcoming school years.

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 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**
Pleasants Lane Teacher Salary	Instructional Staff	$55,558.41	$0
Cool Spring Teacher Salary	Instructional Staff	$53,164.96	$0
Lakemont Teacher Salary	Instructional Staff	$101,342.23	$0
Petersburg High Teacher Salary	Instructional Staff	$47,462.26	$0
Walnut Hill Teacher Salary	Instructional Staff	$34,245.11	$0
Vernon Johns Middle Teacher Salary	Instructional Staff	$37,985.34	$0
Summer Academy Instruc./Admin, Salary	Summer Academy Instruc./Admin Staff	$350,064.00	$0
Walnut Hill After School Tutorial Staff Salary	Afterschool Instruction	$4,725.00	$0
Ryan D Daniels	Program Specialist	$61,041.42	$0
Total Salaries and Wages 1000		$745,589.73	$0
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
School Year Teacher FICA		$25,226.51	**$0**
Summer Staff FICA		$39,965.13	**$0**
Walnut Hill After School Staff FICA		$361.46	$0
Program Specialist FICA		$3,473.98	$0
Total Employee Benefits 2000		$69,027.08	$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**
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**
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**
Books for PHS Reading Circle- Mackin	$89,108.55	$0
K-8 Bridge Workbooks and Leveled Readers- Carson Dellosa	$65,521.50	$0
Pre-Packaged School Supply Kits- EduKit	$54,861.46	$0
Summer Workbooks- Office Depot	$11,585.16	$0
K-1 ID Badges	$167.86	$0
STEM Enrichment Kits-Flying Classroom	$1,211,677.00	$0
STEMStruction- Flying Classroom	$140,000.00	$0
K-2 Reading/Math Workbooks- Carson Dellosa	$12,462.66	$0
Total Materials and Supplies 6000	$1,585,384.19	$0
	State	**Local**
Total Project Budget	$2,400,000.00	$0

Roanoke City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: (N) FY 19 carryover funds
The final report must include the following:

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

Roanoke City Public Schools – 40 Douglass Ave, NW Roanoke, VA 24012

Roanoke City Public Schools that participated in the ESY grant were:
Fairview Elementary 648 Westwood Blvd. NW, Roanoke, VA 24017
Fallon Park Elementary 502 19th St. SE, Roanoke, VA 24013
Fishburn Park Elementary 3057 Colonial Ave. SW, Roanoke, VA 24015
Garden City Elementary 3718 Garden City Blvd. Roanoke, VA 24014
Highland Park Elementary 1212 5th Street SW, Roanoke, VA 24016
Hurt Park Elementary 1525 Salem Ave. SW, Roanoke, VA 24016
Lincoln Terrace Elementary 1802 Liberty Road NW, Roanoke, VA 24012
Morningside Elementary 1716 Wilson St. SE, Roanoke, Virginia 24013
Preston Park Elementary 3142 Preston Ave. NW, Roanoke, VA 24012
Monterey Elementary School 4501 Oliver Road NW, Roanoke, VA 24012
Roanoke Academy Elementary 1441 Westside Blvd. NW, Roanoke, VA 24017
Round Hill Elementary 2020 Oakland Blvd. NW, Roanoke, VA 24012
Virginia Heights Elementary 1210 Amherst Street SW, Roanoke VA 24015
Wasena Elementary 1125 Sherwood Avenue SW, Roanoke, VA 24015
Westside Elementary 1616 19th St. NW, Roanoke, VA 24017

2. Grant Coordinator contact information;

Mr. Greg Johnston, Executive Director of Academics is the grant coordinator for this project. He can be reached by email at gjohnston@rcps.info, by phone at (540) 853-2300, or by mail at 40 Douglass Avenue, NW, Roanoke, VA 24012.

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

The goal of RCPS+ was to find an effective way to help all students develop the skills needed to succeed as they transition from one grade level to the next. The Division sought to accelerate rather than remediate student learning. Looking at research by Howard Bloom and others, the Division found strong evidence that participation in a demanding academic curriculum promotes academic success across all subgroups. Research has shown that interruptions in learning, especially over the summer (termed "summer slide"), can be detrimental to academic progress. State and National academic standards continue to increase in rigor each year. RCPS+ provides extended student learning opportunities before the traditional academic year begins by

extending the academic year from 9.5 months to 11 months of instruction. The RCPS+ curriculum focuses on an accelerated, differentiated approach that offers a wide variety of both tutorial and enrichment opportunities.

RCPS+ focuses on: (1) increasing student achievement in reading, writing, and mathematics as measured by Measures of Academic Progress (MAP) ; (2) effecting change in student motivation resulting in improved attendance rates during the 2021-2022 school year; and (3) meeting nutritional, instructional, and emotional needs of all students during the 2021 summer break.

ESY Grant Goal: The overall goal for the program is to have seventy-five (75%) of kindergarten through fifth grade students reading on grade level by the end of their current school year.

Objective 1: Increase active reading time in text during the literacy block and throughout the school day for kindergarten through fifth grade students.

- Strategies: Staff will use small group reading instruction, total participation techniques, stamina building strategies, differentiated instruction, interactive read alouds, and content area reading applications.
- Metric to be used for evaluation and reporting of Objective 1: Instruction will include 60-90 minutes of active reading during a daily literacy block and throughout the school day.
- Assessment instrument to be used for evaluation and reporting of Objective 1: Measure of Academic Progress (MAP) testing.

Update: objective 1
2020-2021 School Year:

- Teachers focused on the time students spent in text. This allowed staff to make adjustments in their instruction and motivation techniques, so they could increase the amount of time in text over the course of the year. Many schools implemented leveled literacy classroom libraries for "read to self" activities, book battles, and other high interest reading activities.
- Teachers implemented reading rotations during every language arts block with a major focus on differentiated instruction.
- Staff members modeled and practiced what a good reader looks like and what they do to be successful readers.
- Students practiced with web-based reading applications such as RAZ Kids, Reading Eggs, and Epic Books.

2021 RCPS+:

- Teachers used engagement strategies to measure the time students spent in text. This allowed staff to adjust their instruction and motivation techniques, while increasing the amount of time in text over the six-weeks.
- Students used high interest materials to improve their reading engagement. This helped increase student stamina on multi-step tasks.
- Teachers implemented cross-curricular activities that required students to practice multiple skills across subject areas. Reading was required throughout the day to accomplish these various activities.

Objective 2: Students will demonstrate grade level reading comprehension by giving written responses to assigned reading tasks.

- Strategies: Teachers will use journal responses, graphic organizers, sentence stems, illustrations, and higher-level questions.
- Metric to be used for evaluation and reporting of Objective 2: Seventy-five (75%) percent of students attending the extended summer program will show a sustained or improved accuracy in reading comprehension.

- Assessment instrument to be used for evaluation and reporting of Objective 2: Measure of Academic Progress (MAP) testing.

Update: Objective 2
2020-2021 School Year:

- Students completed graphic organizers to demonstrate comprehension skills for both whole and small group reading activities.
- Teachers used exits slips to check students' knowledge of specific reading strategies.
- Teachers incorporated reading response journals in a variety of small group reading exercises.
- Staff used total participation techniques that required a written response during whole group reading activities.
- Students used leveled classroom libraries for a "read to self" station that included a written component illustrating their active engagement in a text.

2021 RCPS+:

- Students used mentor texts to improve their writing and demonstrate comprehension of grade level text.
- Teachers implemented cross-curricular interactive read alouds each day that required students to complete graphic organizers or total participation responses.
- Students used writing response journals/workbooks during small group rotations to demonstrate their comprehension abilities.

Objective 3: Students who attend the extended summer program will sustain or improve their end of the school year reading levels.
Strategies:

- Strategies: Prescriptive reading curriculum, additional time in text, and STEAM (science, technology, engineering, art, and mathematics) projects based on literature, and differentiated small group instruction.
- Metric to be used for evaluation and reporting of Objective 3: Eighty (80%) of students attending the extended summer program will sustain or improve their reading levels.
- Assessment instrument to be used for evaluation and reporting of Objective 3: Measure of Academic Progress (MAP) testing.

RCPS+ provides an opt-out tutorial and enrichment program that specifically targets reading, writing, and mathematical skills through engaging, interactive, and hands-on instruction. This year's theme for RCPS+ was *Imagine Your Story.*

The 2021 Summer RCPS+ reading, math, and STEAM curriculum followed specific components at each site. The curriculum included:

RCPS+ Elementary Reading

- K- 3rd Phonics and Phonemic Awareness Instruction everyday using Really Great Reading and Heggerty
- 4th and 5th – Phonemic Awareness Instruction was taught everyday using Heggerty Bridge the Gap
- K-5th Whole Group – Knowledge based instruction utilizing rich, grade-level, culturally responsive texts that integrate comprehension skills, present cross curricular instruction, focus on collaborate group work, and opportunities for students to respond to text through writing
- K-5th Small Group – Differentiated small group instruction based on assessment data

Weeks	Kindergarten/First	Second/Third	Fourth/Fifth
Weeks 1-3	Stories – focus on recurring themes in literature using classic stories from other cultures	Fighting for a Cause – focus on key figures who stood up for their beliefs	Brown Girl Dreaming – focus on a memoir novel study in both reading and writing
Weeks 4-6	Different Lands, Similar Stories – focus on different cultures through folktales from different lands	Ancient Greek Civilizations – focus on the civilization of ancient Greece	Listen, My Children (Poetry) – focus on poetry as a genre of literature

RCPS+ Elementary Math

- Monday – Thursday
  - Number Sense Routines began and ended each lesson with a writing journal
  - Math Reads: Making Math the Story
    - Daily Math Children's Books with engaging math lessons reinforced concepts and problem solving, supported vocabulary development, and provided opportunities for differentiation.
- Fridays are STEM Days
  - Stations with engaging STEM related activities
    - K-1 used Fairy-Tale Problem-Solving STEM Kits (problem solving skills- using tools were given to solve a math related problem. Ex: Rapunzel- how to build a tower to get to Rapunzel using math skills)
    - 2-5 used Chain Reaction and Building Brick STEM Kits (challenges that involved students learning sequencing skills needed in math)
    - K-5 used Keva Planks and playing card games (multiplication, addition, place value, fractions), and What's my Number (riddles based on number sense).

RCPS+ Elementary STEAM

- Two three weeks sessions: 1st 3 weeks were technology and 2nd 3 weeks were science and engineering-based lessons. The tech lessons used robotics and coding applications to increase student reasoning skills and incorporate reading and writing. The Science and Engineering lessons focused on key science standards of learning in K-2 that apply to all grades.
- The K-2 curriculum focused on weather, animal adaptations and habitats (involving recycling), and Force and Motion.
- Children's literacy books were used to improve literacy skills throughout lessons.
- The 3-5 curriculum worked on learning recovery primarily in fourth grade content that will be tested on the fifth-grade science SOL test. They worked on electricity (4.3), Animal Adaptations and Habitats (4.5), and Archeology (Science SOL 1 and Virginia Studies concepts).
- In the electricity unit, students worked with electric circuit kits to create circuits and master series and parallel circuits, conductors and insulators, and open and closed circuits. Children's literature books matched the content. This content focus helped third and fourth grade students be prepared for the two-year Science SOL test administered at the end of fifth grade. The Archeology unit tied in well with the theme of "Imagine your Story" and incorporated writing skills as students design a personal time capsule that they can take home and "bury."

Students enrolled for each rising grade:

School	PreK	K	1st	2nd	3rd	4th	5th	Total
Fallon Park & Morningside	49	62	57	49	41	42	33	333
Garden City	14	27	18	20	28	16	15	138
Fishburn Park	17	61	56	50	29	32	35	280
Highland Park	18	45	53	32	28	47	18	241
Lincoln Terrace	13	20	25	16	17	18	13	122
Preston Park	5	40	28	35	36	36	22	202
RAMS & Monterey	39	56	48	42	36	34	21	276
Round Hill & Hurt Park	35	65	63	71	81	55	42	412
Virginia Heights & Wasena	14	42	35	34	33	33	20	211
Westside & Fairview	23	67	79	78	56	48	47	398
Total	227	485	462	427	385	361	266	2613

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 RCPS+ program ran for six weeks or 28 days from June 21 – July 30. Each school's hours were 8 a.m. – 2 p.m. with 5 ½ hours of instruction and 30 minutes for lunch. One day of professional development was offered to all staff members on June 17.

The purpose of RCPS+ is to transition students into a new school year by providing early preparation in reading, writing, and mathematics. Prekindergarten - 5th grade students participate in the program. RCPS+ provides opportunities to extend student learning through a motivational, engaging, and hands-on program. The primary goal is to prevent summer learning lags by providing an extra six weeks of 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;

Each year of the RCPS+ program, a survey goes to staff with the following questions:

- During the 2021 RCPS+ program, what role did you serve?
- What were the most engaging aspects of the English curriculum? Please explain.
- What recommendations do you have for the English curriculum? Please explain.
- What were the most engaging aspects of the Math curriculum? Please explain.
- What recommendations do you have for the Math curriculum? Please explain.
- What were the most engaging aspects of the STEAM curriculum? Please explain.
- What recommendations do you have for the STEAM curriculum? Please explain.

- Please share one memorable moment from working in the 2021 RCPS+ program.

There were a variety of responses from this year's survey. Most of the answers focused on positive items such as solid curriculum, authentic literature in English and math, STEAM activities, new friendships between schools, "aha" moments, great transition to the new school year, and just the sense of getting back to teaching. Concerns focused on back-ordered supplies due to COVID, transitioning to longer days and weeks, a need for more content, the content is too difficult, a lack of substitutes, and overall exhaustion from the past school year. The survey allows staff to express what they believe needs to continue and what needs to be tweaked. The survey helps with our planning for the upcoming school year.

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

The first barrier is that the RCPS+ program occurs during the months of June and July. All instructional data collected focused on a small population of the student body compared to the regular school year. All students are offered an opportunity to participate in the program but do have the right to opt-out. RCPS+ competes with travel plans, vacations, camps, and other "fun in the sun" events. To resolve this barrier, RCPS+ presented an engaging, hands-on curriculum that is non-evaluative. Students were introduced to new concepts in reading, math, and STEAM lessons along with reviewing previously taught material during the past year. All activities followed a common theme for the 2021 summer. This year's theme was *Imagine Your Story*. District reading and math specialists, classroom teachers, and district coordinators did the instructional planning for the RCPS+ program. Staff members spent hundreds of hours developing the instructional curriculum for teachers and staff to use.

The second RCPS+ barrier focused on available time to provide reading level assessments. RCPS+ only lasts for six weeks. A change was made to our pre and post test this summer. RCPS implemented the Measure of Academic Progress (MAP) assessment into this year's summer program. MAP will be used K-12 within the school district beginning August 30, 2021, to assess reading and math three times a year.

Transportation was based on the number of students participating in RCPS+. Roanoke City Public Schools contracted Durham School Services for our transportation needs during RCPS+. Durham School Services provided transportation to and from school each day.

Traditionally, a variety of organizations are involved in working with Roanoke City Public Schools' Extended School Year project, RCPS+. Due to the pandemic constraints, this year's program did not see the same involvement from local partnerships as in the past. Roanoke City Public Schools did not take fieldtrips or have outside programs come into the schools. This did not deter students from participating and learning new and exciting things.

Roanoke City Public Schools (RCPS) will need to carry over the FY21 grant funds due to the impact of COVID-19 throughout the 2020-2021 school year. We were unable to use the funds as planned. All RCPS schools began the 2020-2021 school year virtually. During the 2nd nine weeks, elementary schools went in-person two days a week, and secondary continued virtually. During the 3rd nine weeks, elementary schools went in-person four days a week, and secondary schools went two days a week. All schools began the 4th nine weeks, four days a week, in-person. Several transitions, shortened days, in-person, and virtual students, did not make it easy to provide critical components within our proposed grant.

Roanoke City Public Schools will continue to plan for students to go in-person five days a week during the 2021-2022 school year. RCPS wants to use the carryover funds with fidelity for all our students. The carryover funds will help cover the cost needed for instructional staff to create engaging in-person and virtual (if required)

lessons, technology upgrades, and instructional programs before and after regular school hours. RCPS will continue to plan for our summer recovery/enrichment program to help reduce the significant learning loss caused by the pandemic during the 2020-2021 school year.

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 FY21 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.

A. English instruction and on grade-level reading continue to be an area of needed growth. Our school district implemented new instructional practices, specifically in phonemic awareness, phonics, vocabulary, comprehension, and writing. However, the school district saw minimal gains beginning each new school year. Teachers, staff, and students worked very hard to incorporate the new rigorous components. All their hard work accomplished during the academic school year was not fully retained due to a "summer slide" during June through August. RCPS+ provides a vehicle to sustain academic progress into a new school year for students that participate.

B. During the 2021 RCPS+ summer program, Roanoke City Public Schools assessed students' reading levels through Measure of Academic Progress (MAP). MAP assessments help teachers identify the student's instructional levels and provide context for determining where each student is performing concerning local or state standards and national norms. MAP reports allow teachers to better target instruction based on students' strengths and needs. This computer-adaptive test can be conveniently taken in your home, as seen during the pandemic. Roanoke City Public Schools will give this assessment three times during each school year. The reading results are included in this report.

2021 RCPS+ DATA Beginning of Summer				
Metric: Student Achievement Summer 2021 – Fairview, Fallon Park, Fishburn Park, Garden City, Highland Park, Hurt Park, Lincoln Terrace, Monterey, Morningside, Preston Park, Roanoke Academy, Round Hill, Virginia Heights, Wasena, and Westside				
Instrument: Measure of Academic Progress (MAP)				
Reporting Area	**All Students**	**Reporting Group: White**	**Reporting Group: Black**	**Reporting Group: EL**
Number of Students Assessed	1940	612	751	400
Meets or Exceeds Grade Level Expectations	763 (39%)	355 (58%)	219 (29%)	80 (20%)
Approaching Grade Level	388 (20%)	98 (16%)	162 (22%)	84 (21%)
Below Grade Level	789 (41%)	159 (26%)	370 (49%)	236 (59%)

Enter an explanation of the data here:

During the 2021 RCPS+ program, staff assessed student reading levels at the beginning of the program using the MAP assessment. MAP tests are "smart" tests, adapting to a student's level of learning, meaning they are not too hard or too easy, and give a more accurate picture of the skills students are ready to start developing. After transitioning through a pandemic school year filled with virtual, hybrid, and in-person instruction, obtaining an accurate picture of students' instructional levels was key to moving forward. Overall, 59% of students were approaching, meeting, or exceeding grade level expectations while 41% were below grade level expectations coming into the summer program. The MAP assessment results were higher than most thought they would be after the 2020-2021 school year. The MAP assessment provided a starting point for teachers and staff to use in helping students succeed.

2021 RCPS+ DATA End of Summer				
Metric: Student Achievement Summer 2021 – Fairview, Fallon Park, Fishburn Park, Garden City, Highland Park, Hurt Park, Lincoln Terrace, Monterey, Morningside, Preston Park, Roanoke Academy, Round Hill, Virginia Heights, Wasena, and Westside				
Instrument: Measure of Academic Progress (MAP)				
Reporting Area	**All Students**	**Reporting Group: White**	**Reporting Group: Black**	**Reporting Group: EL**
Number of Students Assessed	1940	612	751	400
Increased RIT Score	729 (38%)	254 (41%)	273 (36%)	137 (34%)
Same RIT Score	81 (4%)	24 (4%)	37 (5%)	19 (5%)
Decreased RIT Score	567 (29%)	187 (31%)	212 (28%)	122 (31%)
Did not take Second Assessment	563 (29%)	147 (24%)	229 (31%)	122 (30%)

Enter an explanation of the data here:

During the 2021 RCPS+ program, staff assessed student reading levels at the end of the program to establish a RIT score through the Measure of Academic Progress assessment. A RIT score estimates a student's instructional level and a measure of student progress or growth in school. The RIT scale is an equal-interval scale. Overall, 42% of students kept the same or increased their RIT score after the summer program. 29% of students decreased their RIT score. One area of concern focused on the number of students that did not take the assessment at the end of the summer program. 563 or 29% of the elementary students did not take the MAP test, which may have impacted our results. The 2020-2021 school year saw students transitioning through virtual, hybrid, and in-person instruction over a four-day week and shortened school day. The RCPS+ school day transitioned students back to a five-day week and more extended school day. Many students stopped coming to RCPS+ because of exhaustion. Many students made it through the first four weeks, and then the overall attendance began to drop the last two weeks.

C. RCPS+ does not occur during the academic school year. The program runs for six weeks during June and July. Teachers apply online and are selected based on their academic success from the previous academic school year. Elementary principals, coordinators, and executive staff members review all applications. Teachers are only chosen to work RCPS+ if they are returning for the next academic school year, which provides consistency in maintaining effective instructional practices throughout the next academic school year. RCPS+ is highly competitive and provides significant funds for teachers during the summer.

D. RCPS+ occurs after the academic school year ends. It is a six-week program with an opt-out option for students. The program provides enrichment and tutorial activities targeting reading, writing, and mathematical skills through engaging, interactive, and hands-on instruction. RCPS+ is a non-evaluative program that encourages students to try new instructional activities. RCPS+ does not have an attendance policy. Students are encouraged to participate in local camps throughout the six-week timeframe of RCPS+. This is different than the regular academic school year. RCPS believes by encouraging students to try new things and experiences; they will develop broader background knowledge and academic success. Teacher attendance is very high during the ESY Program. There are occasional absences due to appointments or illness. Teachers do not have sick days to use during summer programs. If they do not teach, they are not paid for the day. RCPS does maintain a substitute list for staff to use during the summer. The average class size is 20:1. By reducing the class size, teachers have an opportunity to work with their students' strengths and weaknesses more often. Student behavior is outstanding during RCPS+. Students are engaged in non-evaluative activities that develop a renewed love of learning in reading, mathematics, and STEAM. Students are encouraged to try new things and present their learning through a variety of projects.

E. For eight years, Roanoke City Public Schools has offered the RCPS+ program. Roanoke City Schools realized that our summer school program did not work in helping students sustain academic success. RCPS+ provides an engaging, hands-on, non-evaluative program for rising Kindergarten - 5th grades. Fifteen different elementary schools at ten various sites participated in the 2021 RCPS+ program. A total of 2600 plus students were enrolled. Roanoke City Public Schools is fiscally responsible for instructional funds. Roanoke City Public Schools works with our local school board, local partnerships that provide in-kind services, the Roanoke City Council, and state grants to provide new and exciting instructional opportunities for our students. There is no significant impact on per-pupil costs since RCPS+ works with fewer students than the regular school year. RCPS+ only lasts for six weeks. The expenses related to this year's program focuses on staffing. The cost per student varies from school to school. The budget expenses reflect only carry-over funds from the FY19 grant. RCPS was not awarded a FY20 grant.

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:

For eight years, Roanoke City Public Schools has offered the RCPS+ program. Roanoke City Schools realized that our summer school program did not work in helping students sustain academic success. RCPS+ provides an engaging, hands-on, non-evaluative program for Prekindergarten - 5th grades. We served fifteen different schools at ten sites during the 2021 RCPS+ program. Over 2600 students enrolled in the 2021 RCPS+ program.

The Roanoke City Public Schools (RCPS) has established partnerships with higher education, for-profit, and non-profit organizations including, but not limited to Roanoke Valley Public Libraries, Roanoke City Parks and Recreation, Mill Mountain Theatre, and Roanoke Children's Theatre. These organizations have been involved, except during the pandemic, and will continue to be engaged in RCPS+ in the future. In addition, the school division continues to develop new partnerships to provide our students new and exciting educational opportunities. The Roanoke City Public School Board and the Roanoke City Council understand the importance of preventing any "summer slide". They strongly support the RCPS+ program and continue to assist with funding beyond the grant funding cycle.

Update on FY21 ESY Grant:

Roanoke City Public Schools (RCPS) decided to carry over the FY21 grant funds due to the impact of COVID-19 throughout the 2020-2021 school year. We were unable to use the funds as planned. All RCPS schools began the 2020-2021 school year virtually. During the 2nd nine weeks, elementary schools went in-person two days a week, and secondary continued virtually. During the 3rd nine weeks, elementary schools went in-person four days a week, and secondary schools went two days a week. All schools began the 4th nine weeks, four days a week, in-person. Several transitions, shortened days, in-person, and virtual students, did not make it easy to provide critical components within our proposed grant. Roanoke City Public Schools (RCPS) will continue to plan for students to go in-person five days a week during the 2021-2022 school year. RCPS wants to use the carryover funds with fidelity for all our students. The carryover funds will help cover the cost needed for instructional staff to create engaging in-person and virtual (if required) lessons, technology upgrades, and instructional programs before and after regular school hours. RCPS will continue to plan for our summer recovery/acceleration program to help reduce the significant learning loss caused by the pandemic during the 2020-2021 school year. The Carryover request was submitted and approved in May, 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 or Year-Round School Program FY 19 (N) carryover			
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**
Names of individuals and staff positions			
are listed after the expense report.			
FY 19 (N) Carry-over		314,781.57	0
• All local matching funds were used before the 20-21 school year.			
Total		314,781.57	0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
		State	**Local**
		24,081.73	0
• All local matching funds were used before the 20-21 school year.			
Total Employee Benefits 2000		24,081.73	0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		**Source of Funds**	

	State	Local
Total Purchased Contractual Services		
4000 Internal Services	**Source of Funds**	
	State	**Local**
Total Internal Services		
5000 Other Services	**Source of Funds**	
	State	**State**
Total Other Services		
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		
	State	**Local**
Total Project Expenses	338,863.30	0

1000 Personnel Services FY19 Carryover Funds Only

Substitutes for all school sites and positions

Last	**First**	**Summer School Position**
Addison	Benjamin	Teacher
Alexander	Charisse	Teacher
Ashbury	Danielle	Teacher
Azar	Delores	Assistant
Bartholomew	Shannon	Teacher
Barton	Jessica	Assistant
Bendele	Allissa	Teacher
Bodden	Susi	Teacher
Bower	Angelia	Teacher
Bowyer	Stephanie	Teacher
Brammer	Ashley	Teacher
Brown	Deidre	Teacher
Bruce	Joyce	Teacher

Burgess	Jessica	Teacher
Burgett	Delaney	Teacher
Chan	Allison	Assistant
Chappell	Thomas	Teacher
Coates	April	Teacher
Cole	Lindsay	Teacher
Cornely	Kimberly	Teacher
Crimp	Michael	Assistant
Derringer	Elizabeth	Teacher
Dianas	Christopher	Teacher
Dikenson	George	Teacher
Divers	Robert	Teacher
Duhon	Susan	Teacher
Eakin	John	Teacher
Eanes	Sherry	Teacher
Elsesser	Miciayla	Assistant
Ferguson	Janelle	Teacher

Last	**First**	**Summer School Position**
Fernatt	Melissa	Teacher
Fischer	Kristin	Teacher
Fitzgerald	James	Assistant
Frazier	Rachel	Teacher
Fries	Karyn	Teacher
Gierke	Kristin	Teacher
Goodrich	Sally	Teacher
Goodwin	Joyce	Teacher
Graham	Rosyln	Teacher
Gramm	Christina	Teacher
Gray	Bethany	Teacher
Green	Terri	Teacher
Grow	McLane	Teacher
Grubb	Lindsey	Teacher
Hamilton	Shaun	Teacher
Haston	Rosemary	Teacher
Henderson-Long	Shelly	Teacher
Hill	April	Teacher
Hobson	Derek	Assistant
Holland	Tammy	Teacher
Holsey	Viney	Teacher

Horne	Deborah	Teacher
Joynes	Tracy	Teacher
Keith	Ryan	Teacher
Kelly	Keri	Teacher
King	Katlyn	Teacher
King	Mariah	Teacher
Knox	Courtney	Teacher
Kotchich	Jacob	Teacher
Kunc	Toni	Assistant

Last	First	Summer School Position
Lee	Donna	Teacher
Leslie	Erin	Teacher
Leslie	Katie	Assistant
Lewis	Amy	Teacher
Linkous	Tracey	Teacher
Lloyd	Anette	Teacher
Lochbrunner	Elizabeth	Teacher
Malpass	Tina	Teacher
Martin	Melissa	Teacher
Maxwell	Kelly	Teacher
McConchie	Rebecca	Teacher
Mcllwee	Morgan	Teacher
McKinght	Harry	Assistant
Mejia	Vanessa	Teacher
Michalski	Jacquelin	Teacher
Micklem	Andrea	Teacher
Moore	Grace	Teacher
Morgan	Anne	Teacher
Morrissette	Susan	Teacher
Murphy	Timothy	Teacher
Nash	Ryner	Teacher
Noell	Marissa	Teacher
Nottingham	Whitney	Teacher
Oefelein	Erin	Teacher
Orris	Stacie	Teacher
Painter	Rhonda	Teacher
Pizzino	Emily	Teacher
Reynolds	Tiffani	Assistant
Rippey	Candace	Teacher
Roberts	Jenny	Teacher

Last	First	Summer School Position
Rueff	Leslie	Teacher
Saavefra-Rogan	iLsa	Teacher
Samarasinghe	Kamanie	Teacher
Sawyer	Robert	Teacher
Schilling	Natalie	Teacher
Schmitt	Travis	Teacher
Shamy	Jennifer	Teacher

Shepherd	Sherry	Teacher
Shorten	Melissa	Teacher
Shreve	Katherine	Teacher
Simmons	Renee	Teacher
Simpson	Christina	Teacher
Small	April	Teacher
Snapp	Stephanie	Teacher
Suggs	Latasha	Teacher
Thomas	Lesley	Teacher
Thorne	Shauna	Teacher
Turner	Lenora	Teacher
Vitello	Mark	Teacher
Warner	Brent	Teacher
Webb	Kelli	Teacher
Wood	Deborah	Teacher
Zavala	Patricia	Teacher

Salem City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY21 New Funds

The final report must include the following:

1. **The names and addresses of the school division and participating schools;**
   Andrew Lewis Middle School – 616 South College Ave. Salem, VA 24153
   East Salem Elementary School – 1765 Roanoke Blvd, Salem, VA 24153
   West Salem Elementary School – 520 N. Bruffey Street, Salem, VA 24153
   GW Carver Elementary School – 6 E 4th Street, Salem, VA 24153
   South Salem Elementary School – 1600 Carolyn Rd, Salem, VA 24153

2. **Grant Coordinator contact information;**
   James Soltis – jsoltis@salem.k12.va.us – (540)389-0130

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

   The primary goal of the Salem City Schools Summer Learning Camp was to provide at least six weeks of instruction to approximately 600 (30%) students in grades K-8 in a "learning camp" style setting. The free, five-hour program focused on math (at least 90 minutes per day) and reading instruction (at least 120 minutes per day) and included aspects of social-emotional learning, physical activity, creativity, collaboration, communication, and career investigation. Transportation was provided by bus, class sizes did not exceed 15 students per teacher, and students received free breakfast and lunch.

   The core lessons created for the Spartan Summer Learning Camp incorporated reading and math standards into hands-on, STEM based activities. All lessons were created with Virginia's 5 C's as a focus, and student progress was measured by a pre- and post-assessment that was based on the 5 C's. In addition, place-based education was utilized throughout the 6 week period, helping students to gain a better understanding of their surrounding community and building environmental, social, and economic awareness. Overall goal for the program:

   Objective 1: The Salem City School Division set a goal to reduce the achievement gap for subgroups in English and math as compared to white students by 10% annually as measured by the assessment data including but not limited to SOL assessments, NWEA MAP assessments, and locally developed performance assessments.

   Strategies Implemented: 1. The school division actively recruited students from underperforming reporting groups to attend the summer learning camp. 2. The school division provided transportation,

free breakfast, and free lunch to all students who attend the summer learning camp. 3. The school division implemented highly engaging lessons that were hands-on, place-based, and included real-world applications. 4. Teachers and staff used assessment data to guide student instruction and personalize the educational experience for students. The metrics to be used for evaluation and reporting of Objective 1: Student assessment results from 2021-22 SOLs, NWEA Map growth goal attainment data, and locally developed performance tasks results. Due to the 8/30/21 start date for Salem City Schools, the Fall NWEA MAP assessments will be administered in September. This data will be analyzed and used to evaluate the success of the Spartan Summer Learning Camp at helping students from reporting groups close achievement gaps on these assessments compared to white students.

Assessment instrument to be used for evaluation and reporting of Objective 1: Salem City Public Schools will develop a report that summarizes SOL pass rates in English and math (grades 3 -12), NWEA MAP data for math and English (grades 2-8), and local performance task data. The data will be disaggregated by overall student performance and subgroup performance. The report will be updated annually and will highlight the change in pass rates from year to year. Unfortunately, the data necessary to create this report will not be available until after these assessments are administered during the 2021-22 school year.

Objective 2: The Salem City School Division will increase the percentage of students in gap groups meeting NWEA MAP growth goals by 10% annually. *These assessments will be administered in September and the data analyzed to determine if SCS met the goal.

Strategies: 1. The school division actively recruited students from underperforming subgroups to attend the summer learning camp. 2. The school division will increase the number of students from underperforming reporting groups participating in the Spartan Summer Learning Camp by 10% each year. 3. The school division provided transportation, free breakfast, and free lunch to all students who attended the summer learning camp. 4. The school division implemented highly engaging lessons that were hands-on, place-based, and included real-world application. 5. Teachers and staff used Spring SOL and NWEA Map assessment data to guide student instruction and personalize the educational experience for students.

Metric to be used for evaluation and reporting of Objective 2: NWEA MAP Growth Goals Data.

Assessment instrument to be used for evaluation and reporting of Objective 2: NWEA MAP Assessments to be administered in September 2021. Results will be compared to Spring 2021 results and gap group data will be analyzed to determine the percentage of students who met their NWEA MAP growth goals.

Objective 3: 90% of students who attend the Summer Learning Camp will demonstrate an emerging or meets level of competency in the 5C skills.

Strategies: 1. The Spartan Summer Learning Camp curriculum consisted of highly engaging, hands-on, place-based lessons that grafted the 5C skills to core academic content. 2. 5C skills were explicitly taught and measured during the summer learning camp using the performance tasks and lessons mentioned in strategy 1 and the 5C rubrics created by the extended school year planning committee. 3. Teachers provided students with feedback on the 5Cs and provided multiple performance tasks for each of the 5C's in order to provide opportunities for students to demonstrate a meets or exceeds level of competency for each skill.

Metric to be used for evaluation and reporting of Objective 3: 5C skill competency.

Assessment instrument to be used for evaluation and reporting of Objective 2: The extended summer program planning committee created rubrics designed to assess the acquisition and competency level attained for the 5C skills.

Results:

Objectives 1 & 2 will be measured during the 2021-22 school year beginning with the September NWEA MAP assessment window. As well, 2021-22 SOL results will be analyzed to determine if Objectives 1 & 2 were met. Based on the data collected, the summer camp design and lessons will be tweaked and strategies will be reevaluated to continue to implement the plan, do, study, act model of continuous improvement to ensure we are maximizing the Spartan Summer Learning Camp to meet the needs of our students. We feel certain that the data will indicate that the Spartan Summer Learning Camp was an effective program and will result in better results for students from traditionally underperforming subgroups.

Objective 3: Collaboration - Overall 33% more students attained a met level. 23% more SWD achieved a met level , 24% more EL students reached a met level and 28% more Black students reached a level of met in regards to collaboration when comparing the pre and post performance assessment. Citizenship - 30% more of all students, 28% more of SWD, 33% more of EL students, and 34% more Black students attained a level of met on the post-assessment as compared to the pre-assessment. Creative Thinking - 32% more of all students, 26% more SWD, 35% more EL students, and 35% more Black students attained a level of met on the post-assessment compared to the pre-assessment. Critical Thinking - 33% more of all students, 16% more of SWD, 30% more EL students, and 34% more Black students achieved a level of met on the post-assessment compared to the pre-assessment task. Communication - 33% more of all students, 27% more SWD, 17% more EL students, and 39% more Black students attained a level of met on the post assessment compared to the pre-assessment.

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;**

Spartan Summer Learning Camp met for a total of 29 days, for 5 hours each day. We began on June 28, 2021, two weeks after the end of the 2020 - 2021 school year, and ended on August 6, 2021, 4 weeks prior to the start of the 2021 - 2022 school year for a total of 6 weeks. This 6 week time period included the July 4th holiday which was recognized on Monday, July 5, 2021. Each day included at least 90 minutes of math instruction, at least 120 minutes of reading instruction, and served students in grades K - 8. 571 unique students were enrolled across the 6 weeks of instruction, and can be demographically broken down as follows:

3% Asian, 5% Multi-racial, 11% Hispanic, 23% Black, 58% White, 11% English Language Learners, and 26% Students with Disabilities.

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 team of Salem City Schools teachers collaborated during the 2019 - 2020 school year, designing engaging lessons that aligned with grade-level standards, incorporating Virginia's 5 C's. 71 individuals were employed by Spartan Summer Learning Camp, including teachers and support

staff. A plan existed prior to the COVID-19 pandemic to bring in weekly speakers from the surrounding communities, as well as weekly off-site experiential opportunities as a way to expand our students' career knowledge base, and strengthen and build community relationships. We faced some limitations in regards to on and off-site experiences as a result of the pandemic, but we were still able to secure speakers and provide at least 2 off-site experiences for each 2 week unit of study. Community relationships were established with Master Gardeners of Salem, VA, Explore Park, The Harrison Museum of African American Culture, Mill Mountain Zoo, Salem Family YMCA, Roanoke County Parks, Recreation & Tourism, the Science Museum of Western Virginia, and Lowes. Parents and families received communication about the relevance of off-site visits in their child's learning and also received a copy of their child's 5 C's post-assessment, as well as a letter outlining the standards covered for each 2-week session, at the conclusion of each session.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

Planning for Spartan Summer Learning Camp began during the 2019 - 2020 school year, with the intent of holding the program at the conclusion of the school year. The COVID 19 pandemic delayed the start of the Spartan Summer Learning Camp after schools were closed for the remainder of the school year on March 23, 2020. When schools reopened in August of 2020, division leaders began to modify the plans for Spartan Summer Learning Camp to align with COVID 19 protocols. Meetings were held throughout the 2020 - 2021 school as we monitored the impact of COVID 19 on daily school operations, and we were able to move forward with Spartan Summer Learning Camp in June of 2021, providing 6 weeks of consistent instruction for all interested families with students in grades K - 8. While we faced some barriers as a result of the pandemic, including limited on- and off-site community partners, and some difficulty hiring a sufficient number of teachers and support staff due to high burnout after an emotionally taxing year for staff, providing consistent summer instruction for our students, particularly those returning from virtual learning and students who completed the majority of the year on a hybrid schedule, was incredibly beneficial to student growth and learning, both academically and on a social-emotional level.

Key stakeholders were included in planning meetings throughout the year, including representatives from transportation services, special education, health & food services, the division's Director of Instruction & Innovation, and the Director of Instruction & Career Readiness, as well as school-level administration and instructional facilitators. Also, community stakeholders were involved in the planning including representatives from Roanoke County and Salem Parks and Recreation, the Harrison Museum, the Science Museum, Mill Mountain Zoo, Explore Park, and the local YMCA. Free breakfast and lunch were provided for all students throughout the six-week program, and bus transportation was available for families in need of assistance with transport to and from summer school. Special education staff worked to provide adequate special education teacher and aide coverage for those students enrolled in the program with IEP's so student accommodations could be met throughout the summer program. Special education transportation was provided as needed. Individual student Spring 2021 SOL data was used to provide targeted support for identified students. Professional development was planned for and provided at the end of the traditional school year, during which teachers had access to grade-level lessons that were designed for the program. Collaboration amongst grade level teachers was encouraged, as teachers had an opportunity to make modifications to the lessons provided while maintaining the overall instructional integrity of each lesson.

The community relationships that were forged despite the COVID-19 pandemic served as assets to the successful implementation of the Spartan Summer Learning Camp, as students were afforded with opportunities to expand their learning beyond the walls of the classroom, in turn gleaning valuable knowledge and experience that will help to build a sense of stewardship in their community.

Fiscal Impact

Without the original planning grant and the current implementation grant, SCS would not have been able to design and implement the Spartan Summer Learning Camp. We have applied for and been granted a second $300,000 implementation grant that we will use to enhance and improve the learning camp.

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 FY21 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.*)*

5C skills were explicitly taught and measured during the summer learning camp using the performance tasks and lessons mentioned in strategy 1 and the 5C rubrics created by the extended school year planning committee. Teachers provided students with feedback on the 5Cs and provided multiple performance tasks for each of the 5C's in order to provide opportunities for students to demonstrate a meets or exceeds level of competency for each skill. The extended summer program planning committee created rubrics designed to assess the acquisition and competency level attained for the 5C skills.

As well as stated above, September 2021 NWEA MAP and 2021-22 SOL data will be utilized to determine the attainment level of objective 1 & 2.

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: 5 Cs Collaboration
Instrument: 5 Cs Rubric Collaboration

Reporting Area	All Students	Reporting Group: Students with Disabilities	Reporting Group: English Learners	Reporting Group: Black
Number of Students Assessed	383	101	42	88
Pre-test Average Score	35% Met 51% Emerging 14% Needs Improvement	34% Met 41% Emerging 25% Needs Improvement	33% Met 45% Emerging 21% Needs Improvement	39% Met 45% Emerging 26% Need Improvement
Post-test Average Score	68% Met 28% Emerging 4% Needs Improvement	57% Met 34% emerging 9% Needs Improvement	57% Met 34% Emerging 9% Needs Improvement	67% Met 27% Emerging 6% Need Improvement
Net Change	33% more met	23% more met	24% more met	28% more met

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Enter an explanation of the data here: Students were measured using multiple performance tasks grounded in content that were designed to measure each student's ability to collaborate. The instructional committee designed rubrics to be used in conjunction with the performance tasks to assess students during the initial task and in the post test. Data from the rubrics was analyzed for each student, broken down by reporting groups to determine growth in each student's level of performance based on the SCS MEN standards based grading policy.

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:

5C skills were explicitly taught and measured during the summer learning camp using the performance tasks and lessons mentioned in strategy 1 and the 5C rubrics created by the extended school year planning committee. Teachers provided students with feedback on the 5Cs and provided multiple performance tasks for each of the 5C's in order to provide opportunities for students to demonstrate a meets or exceeds level of competency for each skill. The extended summer program planning committee created rubrics designed to assess the acquisition and competency level attained for the 5C skills.

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: 5 Cs Citizenship				
Instrument: Rubric for 5 Cs Citizenship				
Reporting Area	**All Students**	**Reporting Group: Students with Disabilities**	**Reporting Group: English Learners**	**Reporting Group: Black**
Number of Students Assessed	383	101	42	88
Pre-test Average Score	40% Met 51% Emerging 10% Need Improvement	40% Met 45 % Emerging 16% Need Improvement	38% Met 48% Emerging 14% Need Improvement	32% Met 59% Emerging 9% Need Improvement
Post-test Average Score	70% Met 25% Emerging 5% Need Improvement	68% Met 21% Emerging 9% Need Improvement	71% Met 26% Emerging 2% Need Improvement	64% Met 32% Emerging 5% Needs Improvement
Net Change	30% more met	28% more met	33% more met	34% more met

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

Enter an explanation of the data here: Students were measured using multiple performance tasks grounded in content that were designed to measure each student's citizenship. The instructional committee designed rubrics to be used in conjunction with the performance tasks to assess students during the initial task and in the post test. Data from the rubrics was analyzed for each student, broken down by reporting groups to determine growth in each student's level of performance based on the SCS MEN standards based grading policy.

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:

5C skills were explicitly taught and measured during the summer learning camp using the performance tasks and lessons mentioned in strategy 1 and the 5C rubrics created by the extended school year planning committee. Teachers provided students with feedback on the 5Cs and provided multiple performance tasks for each of the 5C's in order to provide opportunities for students to demonstrate a meets or exceeds level of competency for each skill. The extended summer program planning committee created rubrics designed to assess the acquisition and competency level attained for the 5C skills.

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: 5 Cs Creative Thinking				
Instrument: 5 Cs Rubric Creative Thinking				
Reporting Area	**All Students**	**Reporting Group: Students with Disabilities**	**Reporting Group: English Learners**	**Reporting Group: Black**
Number of Students Assessed	383	101	42	88
Pre-test Average Score	28% Met 60% Emerging 11% Need Improvement	22% Met 59% Emerging 19% Need Improvement	29% Met 45% Emerging 26% Need Improvement	25% Met 61% Emerging 14% Need Improvement
Post-test Average Score	60% Met 37% Emerging 3% Need Improvement	48% Met 47% Emerging 6% Need Improvement	64% Met 26% Emerging 10% Need Improvement	60% Met 36% Emerging 3% Need Improvement
Net Change	32% more met	26% more met	35% more met	35% more met

Enter an explanation of the data here: Students were measured using multiple performance tasks grounded in content that were designed to measure each student's creative thinking. The instructional committee designed rubrics to be used in conjunction with the performance tasks to assess students during the initial task and in the post test. Data from the rubrics was analyzed for each student, broken down by reporting groups to determine growth in each student's level of performance based on the SCS MEN standards based grading policy.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 5Cs Critical Thinking				
Instrument: 5 Cs Rubric Critical Thinking				
Reporting Area	**All Students**	**Reporting Group: Students with Disabilities**	**Reporting Group: English Learners**	**Reporting Group: Black**
Number of Students Assessed	383	101	42	88

Pre-test Average Score	27% Met 59% Emerging 19% Need Improvement	23% Met 53% Emerging 24% Need Improvement	27% Met 59% Emerging 19% Need Improvement	25% Met 68% Emerging 22% Need Improvement
Post-test Average Score	60% Met 37% Emerging 3% Need Improvement	39% Met 53% Emerging 24% Need Improvement	57% Met 39% Emerging 19% Need Improvement	59% Met 35% Emerging 6% Need Improvement
Net Change	33% more met	16% more met	30% more met	34% more met

Enter an explanation of the data here: Students were measured using multiple performance tasks grounded in content that were designed to measure each student's critical thinking skills. The instructional committee designed rubrics to be used in conjunction with the performance tasks to assess students during the initial task and in the post test. Data from the rubrics was analyzed for each student, broken down by reporting groups to determine growth in each student's level of performance based on the SCS MEN standards based grading policy.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: 5 Cs Communication				
Instrument: 5 Cs Rubric Communication				
Reporting Area	**All Students**	**Reporting Group: Students with Disabilities**	**Reporting Group: English Learner**	**Reporting Group: Black**
Number of Students Assessed	383	101	42	88
Pre-test Average Score	26% Met 58% Emerging 16% Need Improvement	23% Met 53% Emerging 24% Need Improvement	33% Met 43% Emerging 24% Need Improvement	20% met 64% Emerging 16% Need Improvement
Post-test Average Score	59% Met 36% Emerging 4% Need Improvement	50% Met 44% Emerging 7% Need Improvement	50% Met 44% Emerging 7% Need Improvement	59% Met 38% Emerging 3% Need Improvement
Net Change	33% more met	27% more met	17% more met	39% more met

Enter an explanation of the data here: Students were measured using multiple performance tasks grounded in content that were designed to measure each student's communication skills. The instructional committee designed rubrics to be used in conjunction with the performance tasks to assess students during the initial task and in the post test. Data from the rubrics was analyzed for each student, broken down by reporting groups to determine growth in each student's level of performance based on the SCS MEN standards based grading policy.

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:**

Salem City Schools is working to ensure the Spartan Summer Learning Camp becomes ingrained in what we do. Without the original planning grant and the current implementation grant, SCS would not have been able to design and implement the Spartan Summer Learning Camp. We have applied for and been granted a second $300,000 implementation grant that we will use to enhance and improve the learning camp. The leadership team presented the summer learning camp at our local rotary club in August to promote and create new additional community partners and donors. As well, the team will present the results to our school board on September 14th. We will also present additional data in October after the Fall NWEA MAP administration. SCS will using the data as evidence to City Council of the effectiveness of the program to address achievement gaps and the 5C skills businesses are looking for during the budgeting process to increase our summer school budget.

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**
Amy Johnston	Teacher		2736
Susan Turner	Teacher		2452.53
Abbi Castaneda	Teacher	4800	
Adam Hill	Teacher	3080	
Alayna Johnson	Teacher	4680	
Alexandra Tobasco	Teacher	7200	
Alice Vandevander	Nurse	900	
Alyssa Pinello	Teacher	4940	
Amanda Wright	Teacher	4800	
Amelia English-Brown	Teacher	7200	
Amy Parker	Teacher	7200	
Amy Tuell	Teacher	4440	
Angela Bryant	Nurse	610	

Angela Butt	Teacher	3480	
Angela Schuyler-Meadows	Nurse	1090	
Angie Davidson	Teacher	4800	
Anna Haymaker	Nurse	1600	
Beth Haley	Teacher	4760	
Beverly Nicely	Teacher	2300	
Bonnie Crotts	Secretary	600	
Branden Wells	Teacher	2400	
Catherine Wells	Teacher	2400	
Cheryl Sweeney	Teacher	7320	
Chris Taibbi	Teacher	10000	2910
Christina Rose	Principal	1073.14	3086.86
Clayton Massie	Teacher	5640	
Colleen Walsh-Pleasants	Teacher	4800	
Courtney Harman	Instructional Assistant/Teacher	5390	
Courtney Peery	Teacher	2640	
Crystal King	Teacher		3720
Dana Pitts	Teacher		3840
Debbie Maxwell	Teacher		4800
Denise Dowell	Nurse		2290
DeShera Miller	Instructional Assistant/Teacher		3210
Devon Watty	Teacher		2300
Donella Spangler	Teacher		940
Donna Cogar	Teacher		4800

Elizabeth Bowles	Teacher		2600
Elizabeth Leonard	Teacher		1600
Emma Bradley	Instructional Assistant		3287.5
Emma Jennings	Instructional Assistant		4350
Gabrielle Capozzi	Teacher		4800
Gracie Lester	Instructional Assistant	1000	93.75
Haley Ramsey	Teacher		2000
Heather Blevins	Teacher		2000
Heather Geary	Teacher		8486
Heather Studebaker	Teacher		2680
Janice Manns	Teacher		5318.77
Janice Simmons	Teacher		4800
Jennifer Stoughton	Teacher		4440
Jennifer Zuniga	Teacher		2440
Jessica Boehling	Teacher		2400
Jodie Myers	Teacher		4800
Joshua Davis	Teacher		6940
Katherine Larson	Teacher		4800
Kearsten Grubb	Teacher		4800
Kelli Jenkins	Teacher		2100
Kim Crist	Teacher		1320
Kimberly Farrell	Teacher		7200
Kimberly Roudebush	Teacher		4680

Krista Massie	Teacher		4920
Lanier Work	Teacher		2520
LaSonja McKinstry	Instructional Assistant/Teacher		3990
Lawrence Van Liew	Teacher		7320
Leigh Ann Soltis	Teacher		2280
Liza Conner	Teacher		4440
LuEllen Chittum	Teacher		5076
Lyle McLaren	Teacher		4800
Lynda Pinello	Instructional Assistant		300
Madeleine Lawson	Teacher		7110
Madison Rose	Teacher		6000
Mandy Dallas	Teacher		2640
Marcia Hicks	Secretary		3787.5
Mary Ellen Collier	Teacher		7200
Matthew Dunham	Teacher		720
Matthew Frick	Teacher		7200
Nancy Boerth	Teacher		2960
Nicole Salzbach	Teacher		7200
Nicole Wood	Instructional Assistant		2306.25
Rebekah McMillan	Teacher		2040
Robert Palleria	Teacher		2400
Robin Wright	Instructional Assistant		4206.25
Ruth Moran	Teacher		7200
Sandra Hughes	Nurse		1330

Sarah Beth Walton	Teacher		5200
Sidney Smith	Teacher		6480
Stephanie Highfill	Teacher	7681.4	
Stephanie Staples	Teacher		2280
Suzanne Williams	Teacher		6720
Tawana Lynch	Teacher		2520
Thomas Barber	Teacher		2640
Valerie Dunham	Teacher		440
Virginia Moser	Instructional Assistant		2850
Wendy Smythers	Teacher		2400
Total Salaries and Wages 1000		118,824.53	256,497.41

Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.	**Source of Funds**	
Names of Individuals	**State**	**Local**
Amy Johnston		209.3
Susan Turner		187.62
Abbi Castaneda	367.2	
Adam Hill	235.62	
Alayna Johnson	358.02	
Alexandra Tobasco	550.8	
Alice Vandevander	68.85	
Alyssa Pinello	377.91	
Amanda Wright	367.2	
Amelia English-Brown	550.8	
Amy Parker	550.8	
Amy Tuell	339.66	
Angela Bryant	46.67	
Angela Butt	266.22	
Angela Schuyler-Meadows	83.385	

Angie Davidson	367.2	
Anna Haymaker	122.4	
Beth Haley	364.14	
Beverly Nicely	175.95	
Bonnie Crotts	45.9	
Branden Wells	183.6	
Catherine Wells	183.6	
Cheryl Sweeney	559.98	
Chris Taibbi	778.32	209.3
Christina Rose	73.44	244.8
Clayton Massie	431.46	
Colleen Walsh-Pleasants	367.2	
Courtney Harman	412.34	
Courtney Peery	201.96	
Crystal King	284.58	
Dana Pitts	293.76	209.3
Debbie Maxwell	171.03	196.17
Denise Dowell		175.185
DeShera Miller		245.57
Devon Watty		175.95
Donella Spangler		71.91
Donna Cogar		367.2
Elizabeth Bowles		198.9
Elizabeth Leonard		122.4
Emma Bradley		251.49
Emma Jennings		332.78
Gabrielle Capozzi		367.2
Gracie Lester	69.081 875	14.59
Haley Ramsey		153
Heather Blevins		153
Heather Geary		649.18
Heather Studebaker		205.02
Janice Manns		406.89
Janice Simmons		367.2
Jennifer Stoughton		339.66
Jennifer Zuniga		186.66
Jessica Boehling		183.6

Jodie Myers		367.2
Joshua Davis		530.91
Katherine Larson		367.2
Kearsten Grubb		367.2
Kelli Jenkins		160.65
Kim Crist		100.98
Kimberly Farrell		550.8
Kimberly Roudebush		358.02
Krista Massie		376.38
Lanier Work		192.78
LaSonja McKinstry		305.24
Lawrence Van Liew		559.98
Leigh Ann Soltis		174.42
Liza Conner		339.66
LuEllen Chittum		388.31
Lyle McLaren		367.2
Lynda Pinello		22.95
Madeleine Lawson		543.92
Madison Rose		459
Mandy Dallas		201.96
Marcia Hicks		289.74
Mary Ellen Collier		550.8
Matthew Dunham		55.08
Matthew Frick		550.8
Nancy Boerth		226.44
Nicole Salzbach		550.8
Nicole Wood		176.43
Rebekah McMillan		156.06
Robert Palleria		183.6
Robin Wright		321.78
Ruth Moran		550.8
Sandra Hughes		101.745
Sarah Beth Walton		397.8
Sidney Smith		495.72
Stephanie Highfill	587.62	
Stephanie Staples		174.42
Suzanne Williams		514.08

Tawana Lynch		192.78
Thomas Barber		201.96
Valerie Dunham		33.66
Virginia Moser		218.03
Wendy Smythers		183.6
Total Employee Benefits 2000	9,836.70	19,084.76
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**
Mill Mountain Zoo-five field trips	3093.75	
YMCA	3140	
Science Museum	5488.64	
Roanoke Cty Rec	750	
Harrison Museum	756	
Total Contractual Services 3000	13,228.39	-

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**
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
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**
Amazon-books, drones, VR goggles, disc golf, board games, lesson supplies, shovels	38911.51	1842.91
TeachersPayTeachers-math lesson curriculum	210.44	
Harper Collins-book "The Case of the Missing Cutthroats"	656.25	
Wal-mart-books, blenders	108.6	157.09
First Tee-golf club equipment	6800	
Pitsco-model airplanes, balloon bugy	1060	
KEVA-wood planks	2227.5	
Respsonsive Classroom-Morning Meeting book	96	
Prufrock Press-Brain Food	131.78	
School Outfitters-Ultimate 2.0 Robot	3599.9	
Rainbow Resource-Deluxe Gear Box sets	837.14	
STEM Supplies-enrichment activities	49248.54	
Captain Party-dinosaur counters	17.52	
Lowes-clamps, drill bits, hammers	87.14	
Big Lots-blenders, hammers	199.94	
Gopher-PE supplies	3210.98	
Kaplan-Pulleys in Motion Class set	953.92	
Sterling-laptops	49753.22	

Total Materials and Supplies 6000	158,110.38	2,000.00
	State	**Local**
Total Project Budget	300,000.00	277,582.17

Waynesboro City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM
SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT
MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY21 funds
The final report must include the following:

1. The names and addresses of the school division and participating schools;
Division: Waynesboro Public Schools
School ESY Program: Kate Collins Middle School Community Garden ESY Program

2. Grant Coordinator contact information;
India Harris and Denise Cotter
iharris@waynesboro.k12.va.us, dcotter@waynesboro.k12.va.us
Phone: (540)946-4600 ext. 145

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

Overall goal for the program: *Create a multi-purpose community vegetable farm at Kate Collins Middle School, which will be a platform to improve our student achievement, leadership skills, physical health, and social-emotional health by providing work and community-based learning experiences for students.*

Objective 1: *During the 2020-21 school year, staff at KCMS and AMI will continue to develop aligned curriculum activities and lesson plans for all content areas to ensure the work of the community garden supports our academic programs and regular use of the garden becomes part of the school's culture.*

Strategies and outcome data for objective 1:
During the 2020-21 school year staff at KCMS (and Waynesboro High School) and the Waynesboro YMCA developed and implemented a leadership class for seven students, who regularly attended the after-school Garden Program. These seven students were selected based on their leadership skills and teacher recommendations. All seven students attended and successfully completed the five week class. It was taught at the YMCA on Monday afternoons, which were outside of the regular synchronous school day. This program specifically targeted student leaders, who will play an active part in moving the Community Garden work forward in the future. (Note the demographic and outcome data for these students is included in the After School Program data.)

AMI staff and designated KCMS teachers designed and co-taught aligned lessons in all content areas. Some of these lessons were completed virtually and some were completed in-person during the spring semester. There were fifteen science lessons, ten math lessons, two English lessons, three History lessons, and twelve Health lessons. Beginning in March 2021, one courtyard garden and outdoor classroom were available for teachers to utilize during the school day. From March- May 2021, forty-five classes were taught in the outside courtyard garden. AMI staff and our CTE teachers developed and co-taught several units throughout the 2020-21 school year. These units included multiple lessons and projects centered on the community garden. Three units were designed and co-taught. One in FACS, one in Art, and one in Tech. Ed. These units incorporated both in-person and online lessons.

Students, teachers, and AMI staff designed a plan for an interactive, engaging outdoor garden and learning space in the upstairs courtyard. This plan has been partially implemented and will continue next school year. Having the courtyard garden space will help ensure students and staff have access for daily lessons and in-school activities. Programs at the high-yield garden were primarily conducted outside of regular school hours and during the summer.

KCMS teachers developed and implemented a six week summer learning program that centered around the community garden. This program included academic activities in math and reading. Students also worked in the garden to produce food that was distributed to our neediest families each week.

Objective 2: *Kate Collins Middle School will meet all accreditation benchmarks based on data from the 2020-21 school year (75% English, 70% Math, 70% Science, Chronic Absenteeism, and Achievement Gaps in Reading & Math).*

Strategies and outcome data for objective 2:

Instruction was greatly impacted by the pandemic. As a result, daily attendance and classroom performance were negatively impacted and accreditation was waived again this year. Due to the pandemic, we are unable to accurately measure our accreditation benchmarks. SOL performance for the 2020-21 school year was negatively impacted across the state by the COVID pandemic. Kate Collins Middle School has a 57% pass rate in reading, 28% in mathematics, and 53% in science. These rates are well below the state averages, but will give us a baseline as we focus on developing engaging learning opportunities for students to tackle the unfinished learning brought on by the pandemic.

We will continue to create and implement engaging, aligned lessons and units to increase student learning during the school day. We will also continue to offer numerous opportunities for students to engage with the Garden program after school, on weekends, and during the summer. The Student Garden Club continued to meet during the 2020-21 school year despite the pandemic. These meetings took place outside of the school-day and were conducted virtually with some in-person meetings during the spring semester. Fifty-seven students consistently attended these meetings and continue to express commitment and enthusiasm for the program. STAR reading and math data from the fall 2020 to the spring 2021 was analyzed and showed an increase in both reading and math for students who attended the after school program. The 2021 summer program ran for six weeks. It consisted of two three-week sessions, four days each week from 8:00AM to 1:00PM. The program was designed solely around the Garden Program and students responded incredibly well to this instructional approach. Fifty-seven students attended the program. Sixteen participants attended both sessions, while forty-one

attended one three-week session. Students were given a pretest, including reading and math content, when they began the program and a parallel form of a post test at the end. Students, who attended both sessions, were tested at the beginning of the first session and the end of the second session. The mean score on the pretest was 44% and the mean score on the posttest was 65%. On average, students' scores improved 21%.

Objective 3*: The community garden at Kate Collins Middle School will expand access to fresh, local produce and healthy food for low-income/food insecure students during summer vacation.*

Strategies to achieve Objective 3:

In January 2021, AMI hired a full time farm manager, Julia Loman, who is dedicated fully to the KCMS Community Garden Program. Two full-time AMI interns, Melanie Canales and Justin Serguret, also began working full-time at KCMS to support the program. In August 2021, AMI added a full time Agriculture Educational Specialist, Bree Hersch, to further support the instructional programs at KCMS as well as fully design and implement the courtyard gardens. The high-yield garden began production during the spring of 2021 and to date, has produced 2,753 lbs of vegetables. 49% of the produce has been provided to our neediest families as part of our curbside meal service program, which has operated throughout the pandemic. 38% of the harvested produce has been sold via weekly Harvest Boxes made available to school staff. A KCMS Community Garden account has been established and will be utilized to sustain the program. The remaining 13% of the produce has been utilized within our classrooms and cafeteria program during the summer 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;

This unique program is designed to be implemented during the traditional school day and also to include an after-school program, a summer program, and several community events in the evenings and/or weekends. During the 2020-21 school year, instructional programs operated 100% virtually during the fall semester. Teachers offered aligned virtual lessons and also held several Garden Club Meetings virtually outside of the synchronous class schedule. Students returned on a hybrid schedule during the spring semester, although many students also continued with 100% virtual learning.

After-School Garden Club

The Garden Club met in-person after school eight times (average of twenty-three students each meeting) and virtually six times after school (average of twelve students each meeting) for a total of twenty-one hours. Fifty-seven students attended at least one after school meeting. The demographic make-up of these students is shown in the table below.

Demographic Group	**# of students**
Grade	**6th** 18 **7th** 24 **8th** 15
Sex	**M** 31 **F** 26

Race	**White** 37 **Black** 14 **Hispanic** 6
Socio-economic Status	**Low SES** 30 **Not Low SES** 27

Summer Garden Program
The 2021 summer program ran for six weeks. It consisted of two three-week sessions (June 7-25 and July 6-22). The program ran from 8:00AM-1:00PM Monday-Thursday. The program was designed solely around the Garden Program, with a heavy focus on reading and math. Forty-two students attended the program. Some participants attended both sessions, while others attended one three-week session. The demographic make-up of the students is shown below.

Demographic Group	**# of students**
Grade	**6th** 18 **7th** 30 **8th** 9
Sex	**M** 33 **F** 24
Race	**White** 22 **Black** 28 **Hispanic** 7
Income- level	**Low Income** 37 **Not Low Income** 20

In-School Use of Courtyard Garden & Outdoor Classroom Space
Teachers had access to the courtyard garden and outdoor classroom space from March 2021-May 2021. During that time, seven teachers utilized the space. A total of forty-six classes (34.5 hours) were taught in the courtyard garden. The content areas that used the space are as follows: Science (4), Math (1), SPED (1), and CTE (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;

Teacher Involvement
Teachers have been involved in the project throughout the planning and implementation process. A team of teachers met bi-monthly to plan and implement the Garden Club and In-School Garden programs. Updates were provided to all KCMS teachers at monthly faculty

meetings. Two teams of teachers planned and implemented the Summer Garden Program. One team planned the logistical side and the other developed the curriculum.

Parent and Community Involvement

Parent and community involvement has been challenging due to the pandemic. Several surveys to get feedback from parents and the community were sent out via email and links were posted on the website. This data was used to develop a plan for the vegetables grown in the garden. Facebook posts, press releases, and local news cover stories were also utilized to keep the community updated as the program progressed. Plans to host a community event at the high-yield garden have been postponed several times due to safety concerns. The Waynesboro Educational Garden Program participated in our first Back to School Bash. This event was hosted by the school division on Sunday July 25th and Sunday August 6th from 1:00PM-6:00PM with support from local businesses and support services. Over 1,000 families attended the event. During the event, information about the Waynesboro Educational Garden Program was shared via picture boards and produce from the garden was shared with families.

Business Partnerships

AMI continues to be an integral part of the Waynesboro Educational Garden Program and is essential to its success. Additional partnerships have developed including the Waynesboro YMCA, several local soup kitchens, The Blue Ridge Area Food Bank, and our schools' Nutrition Services Department. The YMCA partnered with us to offer the student leadership program in March of 2021. They also were an integral part of the summer school program. They hosted one of the three stations and incorporated units on physical health, exercise, and healthy eating habits. We partnered with our Nutritional Services Department to provide the produce to our neediest families during the pandemic. We were able to join their meal distribution program to include fresh produce to our families during the spring of 2021. When meal distribution ended this summer, our extra produce was utilized by our cafeteria staff for student meals during division-wide summer school. Once summer school ended, we donated extra produce to Disciples Kitchen, a local soup kitchen located at Second Presbyterian Church of Waynesboro, and the food pantry at Main Street United Methodist Church in Waynesboro. Beginning the fall of 2021 we will also be partnering with Blue Ridge Area Food Bank, which provides meals to our neediest families during the school year via a Backpack Program.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;

Without question, the biggest barrier has been (and continues to be) the COVID-19 pandemic. Middle school teachers and AMI staff have worked tirelessly to engage students in the program despite school closures. Virtual afterschool meetings were held and at-home garden activities were made available for safe pick-up. In-person meetings resumed as soon as safety permitted, although spacing and masks made student activities challenging. Students were divided into small pods and worked with one adult during after-school events and summer program sessions. While the pandemic has made implementing this program far more challenging, we have worked diligently to move it forward. The number of students, parents, and teachers who are involved has certainly been negatively impacted by the pandemic. We anticipated far more opportunities for families, and community members to be engaged with the

program and the number of students in the program is lower than we would like. Considering the challenges the pandemic has caused, we are very pleased and proud of the progress we have made.
Mowing the grass around the high-yield garden area and the courtyard garden has increased the time it takes our maintenance and custodial staff to maintain the school grounds. AMI staff and our high school Agriculture program have helped with these tasks to reduce the burden. Foot traffic during the summer program also posed unforeseen problems, as students tracked mud and dirt from the garden spaces into the school building and onto the school bus. This issue increased time spent cleaning for our summer custodial staff as well as the summer school bus drivers.
Transportation between the middle school and the high-yield garden also continues to be an expense and an additional component of planning.

AMI staff is also finding that many of our teachers lack foundational knowledge about the agricultural process and often struggle to lead small groups of students in the gardens because of this issue. A subcommittee will be formed during the 2021-22 school year to focus solely on staff development and provide opportunities for our teachers.

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 FY21 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.

After School Garden Program

CURRENT YEAR PRE-POST DATA for REQUIRED Metric		
Metric: Student Achievement		
Instrument: STAR Reading and Math for After-School Garden Program Students		
Reporting Area	**All Students**	**Reporting Group: Low SES**
Number of Students Assessed	56	29
Pre-test Average Score	Reading Math 1060 1047	Reading Math 1028 1048
Post-test Average Score	Reading Math 1082 1061	Reading Math 1061 1048
Net Change	Reading Math +22 +14	Reading Math +33 0

Enter an explanation of the data here:
Students who participated in the After- School Garden Program showed higher gains on STAR Reading and Math assessments than the school population. The school population increased 9 points in both reading and math while students in the After School Garden Program gained 22 points in reading and 14 points in math. While our disadvantaged students in the program did not show improvement in math, they did increase 22 points in reading. Certainly this data does not establish a causal relationship, but there is evidence of a correlation between students, who are in the program, and increased growth in math and reading. Further, economically disadvantaged students, who are in the program, are correlated with higher levels of growth in reading than other students at KCMS.

Summary Garden Program

CURRENT YEAR PRE-POST DATA for REQUIRED Metric		
Metric: Student Achievement		
Instrument: Two parallel forms of an assessment designed by our reading and math specialists specifically for the Summer Garden Program		
Reporting Area	**All Students**	**Reporting Group: Low SES**
Number of Students Assessed	57	37
Pre-test Average Score	44	42
Post-test Average Score	65	63
Net Change	+21	+21

Enter an explanation of the data here: Two assessments were created to assess impact on students' academic performance during the summer program. The tests contain questions related specifically to math and reading and were developed by content specialists and reviewed by subject level teachers. Data shows increases in performance for all students and for those from low socioeconomic status.

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:

Efforts to sustain the Community Garden Program are underway. One third of the produce is currently being sold to ensure sustainability. Curriculum and professional development will also continue to be developed and implemented to help establish the program into the regular school day at KCMS. After school and summer programs will continue and this year we hope to recruit more students to engage in these activities. A partnership between the KCMS community garden and Waynesboro High School's new agriculture program will also continue to be developed. There is also a plan to invite elementary students to participate in community garden activities during the school year and as part of next year's summer program.

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 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**
Denise Cotter	Community Outreach and Extended School Year Grant Manager	$21,796.88	
Lisa Brooks	Federal Grant Coordinator-PO/ordering	$2,500	
E. Hagedorn; K. Stevey, E. Williamson	KCMS Garden Committee Planners/Recruiters	$11,250	
J. Hull; B. Figgatt; M. Hawrylack; E. Williamson; M. Migas	KCMS Garden Committee Members	$15,000	
Harris,	Division-level administration & oversight of planning, communication, implementation, and monitoring		$5,527.75
Nester, Strickler	School -level administration & oversight of planning, communication, implementation, and monitoring		$6,981.66
Hagedorn, Stevey, Williamson	Instructional alignment and garden program implementation within school day		$30,399.79
Total Salaries and Wages 1000		**$50,546.88**	**$42,909.20**
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	
Names of Individuals		**State**	**Local**
Denise Cotter-FICA		$1,477.68	

Lisa Brooks-FICA		$186.52	
E. Hagedorn; K. Stevey; E. Williamson; J. Hull; B. Figgatt; M. Migas; M. Hawrylack-FICA		$1,996.28	
India Harris			$2,502.04
Nester, Strickler			$2,966.99
Hagedorn, Stevey, Williamson			$10,788.95
Total Employee Benefits 2000		**$3,660.48**	**$13,755.94**
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**
Cox Construction -water utilities		$3,450	
Allen Yoho Electric-electrical utilities		$13,679	
Allegheny Mountain Institute-		$177,375	
Total Contractual Services 3000		**$194,504**	

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**
Total Internal Services 4000		

Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a 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**
Mileage Reimbursement for travel to and from Waynesboro High School to KCMS and Educational Farm Site	$31	
Total Travel 5000	**$31**	

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**
Greenhouse at Educational Farm Site		$14,147	
Upper Courtyard Outdoor classroom expansion-tools, compost bin construction materials, lumber for benches		$2,478	
Ecational Farm Site Materials-garden tools,		$753	
Total Materials and Supplies 6000		**$17,378**	
		State	**Local**
Total Project Budget		**$266,120.36**	**$56,665.14**

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM
SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT
MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY21 funds

1. The names and addresses of the school division and participating schools;
Division: Waynesboro Public Schools
School ESY Program: Waynesboro High School Community Challenges ESY Program

2. Grant Coordinator contact information;
India Harris and Denise Cotter
iharris@waynesboro.k12.va.us, dcotter@waynesboro.k12.va.us
Phone: (540)946-4600 ext. 145

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

Overall goal for the program: *Programs, projects, and initiatives created through the "Students Solving Community Challenges" innovative process will help solve some of our community's challenges, foster a sense of community, positively promote the work of our staff, students, and community partners, and provide highly relevant and meaningful work and community- based learning experiences for our students.*

Objective 1: *The number of students participating in programs, projects, and initiatives created by this process will increase each school year until 100% of our students are experiencing meaningful work and community-based learning experiences. The goal will be 25% of the student population for 2020-21 to increase each year by 25% and reach 100% by 2023-24.*

Strategies and Outcome data for Objective 1:

Despite the fact that Waynesboro High School was 100% virtual for the first semester of 2020-21 and on a hybrid schedule for the second semester, we were able to offer several in-person after-school and summer programs. Mitigation strategies were utilized to ensure students and staff safety. These programs were created based on students interests, local workforce data, and local academic data. Student progress was monitored throughout the programs and data was collected to analyze students' success and level of satisfaction with the program. These programs were promoted primarily through virtual communication channels, including emails, websites, and press releases. Some in-person recruiting occurred in the spring semester utilizing

daily announcements, school counseling conferences, and classroom visits by the career coach. A total of 59 students (approximately 7%) participated in an Extended School Year program. Despite the fact this level of participation falls short of the desired 25%, we are pleased with the programs we were able to offer despite the pandemic. We also feel certain more students would have participated if the COVID pandemic was not a factor. Data supports our optimism as presently we have three Fall 2021 ESY programs planned. All of these programs are at capacity and two of them have a current waiting list in the event spots become available.

Extended School Year Opportunities 2020-21

After-school Building Trades Program: Fall 2020 and Spring 2021

Twenty-five students participated in this four week after school program. Twenty-three students (92%) earned the OSHA 10 certification. The two who did not earn it, started the program late, so did not have the necessary hours required to take the exam. Thirteen of the students were in tenth grade when they were in the program and were eligible to attend Valley Career and Technical Center (VCTC) for their junior and senior year. Sevenof these students are currently enrolled at VCTC. An additional four are currently enrolled in one or more Career and Technical Education (CTE) classes at Waynesboro High School (WHS). The remaining four students are on track to attend four year college and are enrolled in traditional academic classes. Nine participants were in the ninth grade and five of them are currently enrolled in one or more CTE classes at WHS. One student has moved out of our division and the remaining three are enrolled in traditional academic classes. One participant was an at-risk senior, who graduated in May 2021. This student's post-high school plan is to continue his vocational education at a technical school.

Spring 2021 Leadership Skills for Rising 9th Grade Student Leaders

During the 2020-21 school year staff at WHS (and KCMS) and the Waynesboro YMCA developed and implemented a leadership class for seven students, who regularly attended the after-school Garden Program at KCMS. These seven students were selected based on their leadership skills and teacher recommendations. All seven students attended and successfully completed the five week class. It was taught at the YMCA on Monday afternoons, which were outside of the regular synchronous school day. This program also specifically targeted five eighth grade students, who are transitioning to WHS as freshmen during the 2021-22 school year. One of the goals of this program was to involve these students as leaders in the Solving Community Challenges Program at WHS during the 2021-22 school year. Four of the five are enrolled in CTE courses and all five are in Honors courses as 9th graders, which will make them good candidates for leadership roles in the program.

Summer 2021 Workforce Training Programs at Blue Ridge Community College

In partnership with Blue Ridge Community College (BRCC), three workforce certification programs were implemented in summer 2021 for students who graduated from WHS in Spring 2021 or Spring 2020. All three programs were taught by faculty at BRCCS and took place on its campus in Bridgewater, Virginia. The programs were selected based on student interests and

local workforce needs. Seven students successfully enrolled and completed an Introductory Welding course. Six of the seven completed the class successfully. Two of the students earned first level welding certifications. Two students earned the first and second level welding certifications and two students earned the first, second, and third level welding certifications. Two students enrolled and successfully completed a Certified Nurse Aide program and two enrolled and successfully completed a Certified Medical Assistant program.

Summer 2021 Introduction to Barbering Program

In partnership with a local barber, four students attended and successfully completed a 20 hour introductory course in Barbering. The class was taught at Waynesboro High School by a licensed barber.

Summer 2021 Honors, Dual Enrollment, and Advanced Placement Preparation Class

Twelve rising 9th and 10th grade students completed this week-long class. Students were identified for the program based on a combination of teacher recommendation, student interest, and demographic subgroup data. Students learned about advanced-level classes available at WHS and how to successfully manage the increased level of rigor. Students developed an understanding of their unique learning styles and needs. They developed a better understanding of good work-habits and learned to advocate for themselves through effective communication skills. Students showed an increased level of academic confidence and self-awareness after participating in the program.

Summer 2021 Agriculture Internships at the Waynesboro Educational Farm

Two students worked 20 hours each week to support middle school students at the high-yield garden. These students worked under the supervision of the WHS Agriculture teacher and AMI staff. Students also worked to maintain the garden spaces and to expand the new Agriculture program at WHS. Both these students are currently enrolled in an advanced Agriculture class for the 2021-22 school year.

Objective 2: *Waynesboro High School will meet all accreditation benchmarks based on data from the 2020-21 school year (75% English, 70% Math, 70% Science, Chronic Absenteeism, Achievement Gaps in Reading & Math, and Graduation).*

Strategies and outcome data for objective 2:

Instruction was greatly impacted by the pandemic. As a result, daily attendance and classroom performance were also negatively affected and accreditation was waived again this year. Due to the pandemic, we are unable to accurately measure our accreditation benchmarks. SOL performance for the 2020-21 school year was negatively impacted across the state by the COVID pandemic. Waynesboro High School has a 73% pass rate in reading, 46% in math, and 49% in science. These rates will give us a baseline as we focus on developing engaging learning opportunities for students to tackle the unfinished learning brought on by the pandemic.

We will continue to create and implement extended year opportunities to support the academic success of all WHS students. It should be noted that many of the ESY programs are developed

specifically to help students develop a viable post-secondary plan rather than increase traditional academic performance. The educational goal for many of these programs is to engage students in relevant, real-world experiences so they can make informed decisions about their academic and career preparation program options. We firmly believe that helping students see school as relevant and purposeful will lead to increased motivation which will lead to increased academic achievement, attendance, and graduation. To date, students who have enrolled in the ESY programs have successfully completed them. Feedback data also indicates students see the programs as valuable and meaningful. We also have data to show students who are currently enrolled in the Fall 2021 Building and Mechanical Trades Programs are doing so based on their own positive experience in an earlier Building Trades class or because they heard about the positive experience from friends. Longitudinal data will be needed to ascertain the full impact of these programs.

Objective 3*:*
Waynesboro High School students, who participate in "Students Solving Community Challenges" programs, projects, or initiatives will be gainfully employed or successfully engaged in post secondary training/education after graduation.

Strategies to achieve Objective 3:
Longitudinal data will continue to be collected for participants in the ESY Programs. In 2020-21, eleven students from the Class of 2021 and one student from the Class of 2020 participated in an ESY program. All students successfully completed their program and all students are either gainfully employed or engaged in a post secondary training/education program.

- Of the seven students in the welding program, one is gainfully employed as a welder directly due to his success in the program. The remaining five, who completed the program, indicate they plan to continue in the Welding program at BRCC.
- One of the students who successfully completed the Nurse Aide program determined she did not want to become a nurse as a direct result of this program. She indicated she is now planning to complete the Criminal Justice Program at BRCC. The other student from the Nurse Aide program and one of the students in the Medical Assistant program are pursuing their Registered Nursing certification at BRCC. The other student who successfully completed the Medical Assistant program is planning to pursue her MD at the University of Virginia.

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;

After-school Building Trades Class: Fall 2020 and Spring 2021

A fall 2020 and a spring 2021 class ran after school for four weeks M-F from 4:00-6:00 PM. The fall 2020 class was housed in the technology lab at Kate Collins Middle School and ran from October 26- November 20, 2020. The spring 2021 class was housed at VCTC and ran from March 1-26, 2021.

Summer Honors, DE, AP Preparation Class
The class ran June 7-9 M-Th from 1:00 PM-4:00 PM and was housed at WHS.

Summer BRCC Workforce Certification/Training
All programs were housed on the campus of BRCC and transportation was provided for our students.
Welding class ran June 21- August 16, 2021 on Mondays and Tuesdays from 9:00AM- 4:00PM.
Certified Medical Assistant ran May 31-August 13, 2021 on Monday and Wednesdays from 8:15AM-1:45PM. Fridays were asynchronous days.
Certified Nurse Aide ran June 8-August 19, 2021 on Tuesday and Thursday from 8:15AM-1:45PM. Fridays were asynchronous days.

Summer Internships
Students worked up to 20 hours each week from June 7-July 30, 2021. Students worked on the campuses of WHS, KCMS, and the Waynesboro Education Farm.

After-school YMCA Rising 9th Grade Leadership
The class ran in-person after asynchronous learning on Mondays from March 8-April 12, 2021 from 1:00 PM-3:00 PM and was housed at Waynesboro YMCA.

Summer Introduction to Barbering
The class ran June 7-10 M-Th from 9:00 PM-12:00 PM and was housed at WHS.

Demographic Data

	Total	**Gender**	**Race**	**Socio-economic Status**
All ESY Programs	59	M 37 F 22	Black 17 White 31 Hispanic 10 Asian 1	Low SES 34 Not Low SES 25
After-school Building Trades	25	M 22 F 3	White 17 Hispanic 4 Black 6	Low SES 13 Not Low SES 12
Summer Honors, DE, AP Preparation	12	M 3 F 9	Hispanic 3 Black 9	Low SES 10 Not Low SES 2
Summer BRCC Workforce Certification/Training	11	M 6 F 5	White 7 Asian 1 Black 3	Low SES 7 Not Low SES 4
Summer Internships	2	M 2	White 2	Low SES 1

				Not Low SES 1
After-school YMCA Rising 9th Grade Leadership	5	M 2 F 3	White 3 Hispanic 1 Black 1	Low SES 1 Not Low SES 4
Summer Introduction to Barbering	4	M 2 F 2	White 2 Hispanic 2	Low SES 2 Not Low SES 2

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;

Teacher Involvement
Teachers have been involved in the programs throughout the planning and implementation process. A team of teachers and administrators meet bi-monthly to plan and implement the ESY programs. These meetings often include community partners, like the YMCA, BRCC, VCTC, and other local business owners. Updates were provided to all WHS teachers at monthly faculty meetings. A different team of teachers planned and implemented the Summer Honors, DE, AP Preparation Class. This team is also planning and implementing a new College Summit Program this fall for our current seniors.

Parent and Community Involvement
Direct, in-person parent and community involvement has been challenging due to the pandemic. Facebook posts, press releases, and local news cover stories were also utilized to keep the community updated as the program progressed. Parents have also been notified about the programs through our email and text/phone messaging system. Two presentations about the ESY programs were presented publicly at the November 2020 and the March 2021 school board meetings.

Business Partnerships
Partnerships within our community are essential to the development and implementation of our ESY programs. We have and continue to work closely with VCTC, BRCC, the Waynesboro YMCA, local business owners, local government agencies, and other area colleges to develop workforce and college preparedness 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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;

Without question, the biggest barrier has been (and continues to be) the COVID-19 pandemic. High school staff has worked tirelessly to engage students in the programs despite school closures. Virtual planning meetings were held to ensure progression and program

implementation continued. Based on the content and hands-on nature of these programs, holding them in-person was essential. Fortunately, special permission was granted by our superintendent to resume them as soon as safety permitted. Limited space, physical distancing and mask requirements continued to make in-person programs challenging and greatly limited the number of students we could enroll. Students were divided into small pods and worked with one adult during after-school events and summer program sessions. While the pandemic has made implementing these ESY programs far more challenging, we have worked diligently to move forward. The number of students, parents, and teachers who are involved has certainly been negatively impacted by mitigation and spacing requirements. We anticipated far more opportunities for families and community members to be directly engaged in these programs and the number of students in the programs is lower due to enrollment caps based on safety protocols. Considering the challenges the pandemic has caused, we are very pleased and proud of the progress we have made.

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 FY21 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		
Instrument: Teacher Made Academic Readiness Assessment for Honor's, DE, AP Prep Course		
Reporting Area	**All Students**	**Reporting Group: Economically Disadvantaged**
Number of Students Assessed	12	10
Pre-test Average Score	54	42
Post-test Average Score	70	68
Net Change	+24	+26

.

Enter an explanation of the data here: The assessment focused on a combination of students' perceptions about advanced coursework, their confidence, and knowledge of their own academic strengths and weaknesses. Nine of the twelve (75%) participants enrolled in at least one advanced level course for the 2021-22 school year.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric		
Metric: Student Achievement		
Instrument: Workforce Credentials Earned		
Reporting Area	**All Students**	**Reporting Group: Economically Disadvantaged**
Number of Students	38	21

Pre Number of Credentials	11	7
Post Number of Credentials	47	31
Net Change	+36	+24

Enter an explanation of the data here: Many of our ESY programs include an opportunity for students to earn an industry-recognized certification. Based on feedback from the local business community and post-secondary colleges and universities having these certifications to include on their resumes and applications increases their employability and the quality of their applications.

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:

Sustaining these programs is directly linked to their success or lack thereof. High quality programs will be sustained because student, staff, and community buy-in makes them a priority. The Building Trades class is an excellent example of how this process will work. This program's success was highly visible to our community and region. As a result, VCTC will now offer this course to students across our region, including ours. The after-school model allows their staff and our students to fit this exploratory experience into their schedules. Ensuring we have the infrastructure to offer these valuable industry-recognized training programs to our community will also allow us to house our programs within our community. Future cost structures will be utilized to ensure sustainability for free programs for our high school students while charging adults enrollees modest fees.

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 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**
Denise Cotter	Community Outreach and Extended School Year Grant Manager	$21,796.93	
Lisa Brooks	Federal Grant Coordinator-PO/ordering	$2,500	
M. Bailey, K. Wood	Workforce Training Program planning work	$4,000	
K. Wood, M. Bailey, L.Riggan, M.Barber, M.Meade, A.Loyacano	Summer Academic Readiness Program Planners/Instructors	$3,100	
A.Honbarrier	Summer Career Path Program Proctor/Faculty Supervisor	$1,500	
Harris	Division -level administration & oversight of planning, communication, implementation, and monitoring		$5,527.74
Stamm	School -level administration & oversight of planning, communication, implementation, and monitoring		$2,672.13
Bailey	School -level administration & oversight of communication, implementation, and monitoring		$2,891.25
Total Salaries and Wages 1000		**$32,896.93**	**$11091.12**
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		**Source of Funds**	

Names of Individuals		State	Local
Denise Cotter-FICA		**$1382.06**	
Denise Cotter- Benefits		**$20,325.12**	
Lisa Brooks-FICA		**$186.52**	
M. Bailey, K. Wood-FICA		**$206.91**	
K. Wood, M. Bailey, L.Riggan, M.Barber, M.Meade, A.Loyacano		**$233.87**	
A.Honbarrier		**$112.50**	
Harris			$1,668.03
Stamm			$975.70
Bailey			$416.25
Total Employee Benefits 2000		**$22,446.98**	**$3,059.98**

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**
WYMCA-Leadership Course		**$1,134**	
OSHA 10 Cards- Fall and Spring Building Trades Course		**$195**	
BRCC Tuition for CNA,CMA, Welding students		**$3,102**	
Barber Class Instructor		**$600**	
Total Contractual Services 3000		**$5,031**	

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**
Total Internal Services 4000		

Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a 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**
Mileage Reimbursement for travel related to grant work	**$31**	

Total Travel 5000	**$31**	
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**
Laptop/Printer for Grant Coordinator	**$1905.67**	
Building Trades Spring Courses-Masonry, Electrical, Carpentry Supplies	**$2423.89**	
Summer Academic Readiness Program Supplies	**$1446.94**	
Intro to Barbering Course Supplies	**$705.20**	
Summer Agriculture Program Supplies	**$1234.48**	
Total Materials and Supplies 6000	**$7928.58**	
	State	**Local**
Total Project Budget	**$68,334.49**	**$14,151.10**

Winchester City Public Schools
Extended School Year
Year-Round School
Annual Report
Fiscal Year 2021

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MAECY RICHMOND BY EMAIL AT
MAECY.RICHMOND@DOE.VIRGINIA.GOV
NO LATER THAN **SEPTEMBER 1, 2021**.
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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used: FY19 and FY20 carryover funds

The final report must include the following:

1. **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

2. **Grant Coordinator contact information;**

   Dr. Jason Van Heukelum, Superintendent
   Email Address: vanheukelum@wps.12.va.us
   Phone Number: 540.686.5722

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

   Winchester Public Schools was awarded an Extended School Year Program grant in August 2019 to implement **ASPIRE**: **A**ccelerated **S**ummer **P**rogram to **I**ncrease **R**eadiness and **E**ngagement. ASPIRE serves two schools in our division, Daniel Morgan Middle School and John Handley High School. Our overarching goal is to provide our highest-need 7th-12th grade students academic and aspirational enrichment and support that addresses COVID-19 learning loss during an afterschool and summer extended school year program. Given the challenges our division faced due to the COVID-19 pandemic and state ordered closures in during the 2019-20 school year, we were approved in Spring 2020 by Mark Saunders, VA Department of Education, to postpone our summer program originally planned for Summer. However, once our students returned to school during Fall 2020, it became apparent that our students

needed additional supports to ensure both academic and social-emotional success. During the Fall 2020 semester, over 32% of students at Daniel Morgan Middle School had one or more Fs while 37% of students at John Handley High School had one or more Fs. These figures were nearly double what we typically see in the first semester so it was clear that we must adjust our program to meet the needs of our students. In January 2021, we submitted a revised proposal which was approved by Mark Saunders on March 2, 2021 to implement three core strategies in the second semester which included Academic Coaches, Core Content Coaches, and Twilight School. **Academic Coaches** were assigned a caseload of 5-10 Level 2 and 3 students who were having academic difficulty managing the distance learning or the hybrid (distance and in-person) instructional model. Academic Coaches helped students organize their academic schedule; assisted with completion and submission of assignments; served as a liaison between the student, parent, and teachers; and provided aspirational guidance. **Core Content Coaches** served as a content area "help desk" for Level 2 and 3 distance learning students. **Twilight School** was designed for Level 2 and 3 students who received one or more Fs during the fall semester in a core academic class. High school students attended school from 3:45 pm until 5:45 pm or 5:30 pm until 7:30 pm Monday through Thursday (depending on their course enrollment) and participated in in-person instruction to recover credits. Middle school students met after school as needed to meet the promotion guidelines/grade recovery. Once students completed credit recovery or the course, they were dismissed from the program.

Objective 1 [Student Achievement]: At least 75% of Level 2 and Level 3 students participating in the program will pass all their spring 2021 and/or summer 2021 classes (no grade of F). **Strategies:** Offer competency-based high school credit opportunities during afterschool and summer programming; Offer Academic Coaching and Core Content Coaching; Provide individual and group academic support and acceleration; Preview upcoming year materials.
Objective 2 [Student Well-Being]: Increase students' sense of well-being among at least 75% of students based upon pre/post well-being survey self-report. **Strategies:** Provide school-based mental health counseling; Provide lessons on time management and task prioritization.
Objective 3 [Improved Communication Skills]: At least 80% of students referred to participate in Rubin Education will demonstrate increased knowledge of business communication skills. **Strategies:** Offer Rubin Education online training resource; Provide lessons on communication skills including email communication.

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;**

ASPIRE provided our highest-need 7th-12th grade students academic and aspirational enrichment and support that addressed COVID-19 learning loss during an afterschool and summer extended school year program. Over the course of our program, we have

provided at least one academic intervention to nearly 600 students: 33% Hispanic, 23% White, 22% Black, 12% Two or More Races, 5% American Indian, and 5% Asian. ASPIRE's Twilight School, Academic Coaching, and Core Content Coaches were offered beginning in January 2021 through the end of the school year in June 2021. Academic Coaching and Core Content Coaches provided ongoing services to students. Twilight School was offered to high school students from 3:45 pm until 5:45 pm or 5:30 pm until 7:30 pm Monday through Thursday (depending on their course enrollment). Middle school students met after school as needed to meet the promotion guidelines/grade recovery. During the summer, ASPIRE operated for two ten-day sessions (20 days total) from 8:30 AM – 2 PM.

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: We created a design team comprised of experienced teachers across core content areas to develop our curriculum for ASPIRE. Lessons were refined after the spring semester as we moved into summer implementation. Teachers and teaching assistants were recruited and provided professional development on personalized learning, social-emotional learning, distance learning, communication skills, and working with underrepresented students prior to serving as ASPIRE teachers and teaching assistants.

   Parents: Parents were invited to participate in virtual informational sessions to learn about ASPIRE, how their child was selected, what their child would learn, and how this program will benefit their child for years to come.

   Community Organizations: Summer programming took place at John Handley High School. Given the changes to the program for Summer 2021 and due to COVID-19 protocols, we did not engage community organizations in the delivery of the program this year.

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. Please also describe the impact of COVID-19 on the educational services provided through program implementation;**

   Community Engagement and Partnerships: Due to the COVID-19 pandemic, community engagement and partnerships were limited. Given restrictions on visitors to our campus, we were unable to host any outside visitors or volunteers.

   Amount of Planning Time: Since we began communicating in December 2020 with Mark Saunders at the VA Department of Education that changes were needed for our program, the amount of planning time was not a barrier. We continued to monitor the

needs of our students through the Spring semester in preparation for the Summer 2021 program.

Logistics for Transportation and Other Student Services: We did not face any barriers to transportation or student services.

Fiscal Impact: Grant funds to operate the extended school year program beginning in Spring 2021 were essential to offering this program to our most at-risk students. Without grant funding and the approval of our FY19 and FY20 carryover, Winchester Public Schools would not be able to offer a program of this size or scope. Additional state summer school funds were used to cover the Summer 2021 ASPIRE program since our curriculum was focused on credit recovery rather than enrichment and CTE activities.

Scheduling of Professional Development: Teachers and teacher assistants were provided professional development on personalized learning, social-emotional learning, distance learning, communication skills, and working with underrepresented students. When scheduling and hosting professional development, our team abided by COVID-19 protocols.

Impact of COVID-19: Our division operated on a virtual learning model for the final three months of the 2019-20 school year. In September 2020, we returned to school with a choice of hybrid instruction (virtual learning and in-person learning two days per week) or virtual instruction. By April 2021, students participating in our hybrid model were able to return to school for in-person instruction up to four days a week. In response to the COVID-19 pandemic, our division abided by masking and social distancing policies to ensure the health and safety of our students and educators. On-campus visitors were restricted, so we were unable to host any outside volunteers or partners for our ASPIRE programming. Our program was also limited to one area of the building at John Handley High School to allow for ease of daily cleaning in the evenings.

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 FY21 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				
Instrument: Class grades; percent of students who passed all spring and/or summer 2021 classes (no grade of F)				
Reporting Area	**All Students**	**Reporting Group:**	**Reporting Group:**	**Reporting Group:**
Number of Students Assessed	578			
Pre-test Average Score	0%			
Post-test Average Score	80%			
Net Change	+80			

Enter an explanation of the data here: For this metric we compared the percentage of students who passed all their classes in the first quarter of the spring 2020 semester to the percentage of ASPIRE students who passed all their spring and/or summer 2021 classes. Passing classes was defined as having no failing grades. Students were invited to participate in ASPIRE because they were failing at least one class at the halfway point of the first quarter of the spring 2021 semester; therefore, the pre-test average was 0% that passed all classes. The percentage of students who participated in ASPIRE and who passed all their classes in spring and/or summer 2021 was 80%, an increase of 80 percentage points.

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: Increase students' **sense of well-being** among at least 75% of students.				
Instrument: Panorama Well-Being Survey				
Reporting Area	**All Students**	**Reporting Group:**	**Reporting Group:**	**Reporting Group:**
Number of Students Assessed	205 pre survey 88 post survey			
Pre-test Average Score	40%			
Post-test Average Score	39%			
Net Change	-1			

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

Enter an explanation of the data here: For this metric, students completed the Panorama Education Well-Being Survey as a pre-program survey and a post-program survey. This survey measures the extent to which students are experiencing five positive feelings and five challenging feelings. Students responded to each item on a 5-point scale: 1=almost never, 2=once in a while, 3=sometimes, 4=frequently, 5=almost always. Challenging feeling items were reverse scored. For each item, we calculated the percent of students who responded either frequently or almost always. Those percentages were averaged across all ten items to get an overall well-being score. Scores remained stable, from 40% at the start of ASPIRE to 39% at the end of ASPIRE.

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: At least 80% of students referred to participate in Rubin Education will demonstrate increased knowledge of business communication skills.				
Instrument: Rubin Education pre and post quizzes				
Reporting Area	**All Students**	**Reporting Group:**	**Reporting Group:**	**Reporting Group:**
Number of Students Assessed	180 pre 66 post			
Pre-test Average Score	60%			
Post-test Average Score	66%			
Net Change	+6			

Enter an explanation of the data here: At the start of the summer program students completed a pre-quiz that tested their knowledge of the business communication skills taught via the Rubin Education curriculum. Students completed the same quiz at the end of the summer session. The quiz included five multiple choice questions. We calculated the percentage of questions answered correctly. On the pre-quiz, the average score was 60% correct. On the post-quiz, the average score was 66% correct.

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:**

   Our implementation of Academic Coaching, Core Content Coaching, and Twilight School beginning in the Spring 2021 semester was a great success. Through participation in at least one of these academic interventions, over 30 John Handley High School students recovered a failing grade from the Fall semester in the Spring semester. At Daniel Morgan Middle School, 110 fewer failing grades were given to students in the Spring semester compared to the Fall. Given our success, we will continue our Academic Coaching and Twilight School programming for the 2021-22 school year for grades 7-12 and will extend these interventions to students in grades 5 and 6. Our ASPIRE summer program will be offered again in Summer 2022 and will continue to target our highest need grade 8 and 9 students.

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 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		12,300.00
Emily Badman	Secondary Instructional Specialist		6,960.00
Katie Lockhart	CTE Coordinator		10,000.00
Wendy Perkins	ASPIRE/COVID Catch-Up Coordinator	3,809.75	
DMMS: Jenny Bruening, Chris Coughlin, Emily Everard, Dan Fairman, Laura Filppu, Jacob Houser, Jodi Milburn, Palombi Morgan, Shanita Morgan, Morgan Palombi, Karla Pino Fuentes, Cindy Smith, Kelly Staubs, Erin Surber, Alicia Wheeling, Lacey Williams	Daniel Morgan Middle School: Academic Coaches, Twilight School, Core Content Coaches, Staff Development	28,747.50	
JHHS: Connie Banton, Danielle Bostick, Cathy Clark, Allison Cooney-Hollinger, Kristen Darlington, Caitlin Echelberger, Ileana Escalante, Ruth Espinoza De Arteaga, Nancy Felicio, Sara Fergus, Crystal Gage, Janine Gallant, Maggie Gavello, Harry Holloway, Randi Jones, Jacob Miller, Dominik Napenas, Haley Nelson, Chip Newcome, Valerie O'Keeffe, Cynthia Rodriguez. Tom Sager, Katy (Alice) Schain, Mckenzie Wren	John Handley High School: Academic Coaches, Twilight School, Core Content Coaches, Staff Development	36,085.00	
Summer Teachers		0.00	

Total Salaries and Wages 1000	68,642.25	29,260.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.	**Source of Funds**	
Names of Individuals	**State**	**Local**
Full-time Fringe Benefits		9,724.00
Part-time Fringe Benefits	8,229.33	
Total Employee Benefits 2000	8,229.33	9,724.00
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**
External Evaluation	0.00	
Sustainability Planning	11,980.00	
Total Contractual Services 3000	11,980.00	
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**
Total Internal Services 4000		
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**
Total Travel 5000		
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**
Translation Services	0.00	

Bus Transportation		12,210.00
Implementation and PD Supplies	0.00	
Total Materials and Supplies 6000		12,210.00
	State	**Local**
Total Project Budget	88,851.58	51,194.00

APPENDIX A

Program Authorization and Reporting Requirements in the 2020 Appropriation Act Item 144 M (Reconvened Session, 2020)

M. Targeted Extended/Enriched School Year and Year-round School Grants 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 year round 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 # 116-20

COMMONWEALTH of VIRGINIA
Department of Education

May 8, 2020

TO: Division Superintendents

FROM: James F. Lane, Ed.D., Superintendent of Public Instruction

SUBJECT: Fiscal Year 2021 Planning and Start-Up Grants for Extended School Year or Year-Round School Programs

The 2020 Appropriation Act, pending final signature by Governor Northam, includes funding in Fiscal Year 2021 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 2021-2022 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 2020-2021 or 2021-2022 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).

In the case of any school division with schools 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 must consult with the Superintendent of Public Instruction or designee on all recommendations regarding instructional programs or instructional personnel prior to submission to the local school board for approval.

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 12, 2020**, 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 Mark Saunders, Technology Coordinator, by email at mark.saunders@doe.virginia.gov or by phone at (804) 786-0307.

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Attachments:

A. 2020-2021 Planning Grant Instructions for Extended School Year, Year-Round School Grant
B. 2020-2021 Planning Grant Application for Extended School Year, Year-Round School Grant
C. 2020-2021 Start-up Grant Instructions for Extended School Year, Year-Round School Grant
D. 2020-2021 Start-up Grant Application for Extended School Year, Year-Round School Grant

APPENDIX C

FY 2021 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MARK SUNDERS BY EMAIL AT MARK.SAUNDERS@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 1, 2021**.

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. FY21 funds OR FY20 carryover funds plus FY21 new funds). ***Do not enter the dollar amount***.

Fiscal Year(s) Funds Used:

The final report must include the following:

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

2. Grant Coordinator contact information;

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

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;

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;

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;

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).

<u>As indicated in the FY21 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.</u>

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.

CURRENT YEAR PRE-POST DATA for Optional Metric				
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.

CURRENT YEAR PRE-POST DATA for Optional Metric				
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:

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:

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 FY21			
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.	**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**	**Local**
Total Materials and Supplies 6000	$0	$0
	State	**Local**
Total Project Budget	$0	$0