



COMMONWEALTH of VIRGINIA

Emily Anne Gullickson, M.Ed. J.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

Office: (804) 225-2057
Fax: (804) 371-2099

November 1, 2025

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

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

Dear Chairs Lucas and Torian:

[Item 124.M \(Chapter 725, 2025 Acts of Assembly\)](#) appropriates funding from the General Fund over two years for the targeted Extended/Enriched School Year or Year-Round School planning and start-up grants. Funds may also be awarded to school divisions to support innovative approaches to instructional delivery or school governance models. This grant aims to improve student achievement outcomes and support innovative approaches to instructional delivery and school governance models. Pursuant to [Item 124 M.6.b \(Chapter 725, 2025 Acts of Assembly\)](#), the Department of Education is required to submit annual progress reports from the participating school divisions and an executive summary of the program's overall status and levels of measured success.

If you have questions or require additional information relating to this transmittal, please do not hesitate to contact Tiara Booker-Dwyer, Deputy Superintendent of Student Outcomes and School Quality at tiara.booker-dwyer@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Emily Anne Gullickson".

Emily Anne Gullickson, M.Ed. J.D.
Superintendent of Public Instruction

EAG/LD

c: The Honorable Aimee Rogstad Guidera
Virginia Secretary of Education

TARGETED EXTENDED/ENRICHED SCHOOL YEAR AND YEAR-ROUND SCHOOL GRANT PROGRAM

Item 124 M.6.b (Chapter 725, 2025 Acts of Assembly)



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OVERVIEW OF THE GRANT PROGRAM

This report summarizes the activity of the Targeted Extended/Enriched School Year and Year-Round School grant program for Fiscal Year 2025 that was appropriated by the General Assembly in [Item 124 M \(Chapter 725, 2025 Acts of Assembly\)](#).

For background, the 2012 JLARC report, Review of Year-Round Schools, highlighted key findings related to student participation in a year-round calendar, which included improved Standards of Learning (SOL) test scores for certain groups, such as economically disadvantaged students, black students, Hispanic students, and limited English proficient (LEP) students. As a result of this report, funding for Targeted Extended/Enriched School Year and Year-Round School programs began in 2014. Since the General Assembly began appropriating funds and authorizing grants for schools and divisions to extend the school year in FY2014, the Virginia Department of Education (the Department) has administered the voluntary grant application and award process. In the eleven years of dedicated appropriations for this grant, over 35 different school divisions across all eight Superintendents' Regions have received awards to conduct planning and/or start-up activities. *See Appendix B for a robust overview of Student Impact Data from each division as a result of funding from the 2024-2025 school year.*

To encourage applications for the FY2025 grant program, the Department promoted the availability of a total of \$7,763,312 in available funds included in the Appropriation Act Item 124.M. This included \$7,150,000 in start-up funds and \$613,312 in planning funds for each year of the budget biennium. The Department published a call for applications on [June 27, 2024](#), in the Virginia Education Update Newsletter, which is sent to a listserv of school division personnel. Divisions had five weeks from advertising the program to submit the application.

During the first round of grant application, nine school divisions representing 66 schools submitted applications. After awarding funds to five of the nine divisions (55% of applicants), a total of \$2,760,422.94 in start-up funds was allocated, as well as \$150,000 in planning grant funds. This left a remaining balance of \$4,389,577.06 of start-up funds and \$463,312 of planning grant funds. With the available funding, a second round of applications were solicited, along with additional advertising of the grant and support to divisions in writing grant applications.

Charles City was the only division that has never received Extended School Year funding in the ten years of the grant. There were seven divisions that received funding this year that did not receive funding in FY24 (Bristol, Charles City, Danville, Petersburg, Pulaski, Staunton, Winchester). There were 11 division recipients (Bristol, Charles City, Danville, Montgomery, Petersburg, Pulaski, Richmond City, Roanoke City, Salem City, Staunton City, Winchester City) that received funding in FY25 for new programs that had never received Targeted Extended/Enriched School Year or Year-Round School funds.

A selection committee was convened to review the planning and start-up grant applications submitted by the respective deadlines. Committee members completed a rubric for each of the applications, evaluating them on the need for the program based on data for the program's target population. Applications were also awarded points for the level of stakeholder and partner

engagement; the attainability of program goals and metrics; the soundness of the timeline; and sustainability, prudence, and justification of the requested expenditures, as evidenced by the budget proposal. Table 1 shows a summary of the FY25 application and funding cycle.

An announcement of the availability of funds through a second round of grant applications accompanied an email invitation to the technical assistance webinar sent on November 22, 2024, to all school division superintendents, division contacts, and Extended School Year contacts listed in the Single Sign-on for Web Systems (SSWS) database. On December 3, 2024, Department staff delivered a 90-minute technical assistance webinar to educate division leaders about the purpose of the targeted Extended/Enriched School Year and Year-Round School funding. This presentation included a showcase from previous grant recipients who successfully implemented a year-round school calendar program. Over 180 participants registered for the webinar, representing every Superintendent's Region. All registered webinar participants and division superintendents received an email on December 4, 2024, with electronic copies of the applications, a resource guide, and application rubrics. In addition, a dedicated webpage on the Department's website offered grant information, the grant application, and instructions. Divisions had eight weeks from the time of advertising the program to apply.

Between the first and second application cycle, Department staff met with the four divisions that were not awarded funds during the first round to support their teams in developing viable program applications. This support was provided to enable them to present stronger applications to the review committee during the second round of applications. All four divisions that did not receive funding in the first round did receive funding in the second round. Additionally, the Department provided one-on-one support to several other school divisions with their application proposals. This coaching support, as well as the webinar, broadened the opportunity for divisions in the Commonwealth to participate in this grant and made the second round of the grant very competitive.

The second round yielded applications from 17 school divisions representing 67 schools. Thirteen school divisions (76%) and 41 schools (61%) were awarded funding during the second round. A total of \$4,852,889.06 was allocated, including \$1,170,241.60 for planning grants and \$3,682,647.46 for start-up grants. All of the FY25 funds allocated by the General Assembly for the Targeted Extended/Enriched School Year and Year-Round School grant program were awarded to school divisions.

All the school divisions that were denied funding had the opportunity to meet with Department staff for feedback on their application, and they were encouraged to apply again for FY26 funding. Some divisions received less funding than requested in the initial application because (1) all requested expenses in the submitted budget workbook were not directly aligned to the proposed Extended/Enriched School Year or year-round program, or (2) funding priority was given to schools that demonstrated the most need.

Table 1. Summary of Application and Funding Cycle

Application Cycle	Application Due Date	Number of Applicants	Number of Divisions Awarded	Total Amount Awarded	Date of Award Disbursement
Round 1	August 2, 2024	Divisions 9 Schools 66	Divisions 5 Schools 20	Planning \$150,000 Start-up \$2,760,422.94	November 15, 2024 January 7, 2025 April 18, 2025
Round 2	January 15, 2025	Divisions 17 Schools 67	Divisions 13 Schools 41	Planning \$1,170,241.60 Start-up \$3,682,647.46	On or before May 15 th , 2025

Using the guidelines established by the Appropriation Act, the Department awarded a total of \$1,320,241.60 to divisions pursuing planning grants and a total of \$6,443,070.40 to divisions implementing and sustaining start-up grant applications in FY 25. The Office of School Quality awarded an additional \$706,929.60 above the General Assembly guideline of \$613,312 for planning grants Extended/Enriched School Year as more schools than in previous years showed an interest in exploring the possibility of implementing a year-round school calendar.

According to [Item 124.M](#), school divisions have two years to expend all funds. Department staff continue to monitor and support divisions in expending funds and program performance throughout the two years of funding. *A full report of the funds expended by division with carryover funds can be found in Appendix A.*

GRANT REQUIREMENTS

To be eligible to receive a grant, interested divisions or schools completed an application package, including a detailed budget for the requested funding. Budget requests required divisions to adhere to expenses that directly supported sustainable program implementation and operation. Applications included narrative responses on the following elements of the proposed program:

1. A description of the program, including goals, objectives, strategies to meet the objectives, and anticipated metrics to evaluate the effectiveness of the program;
2. A description of the needs assessment data to support the importance of the program, including how any barriers could be removed;
3. The names and roles of any stakeholders or organizations partnering with the division and/or school in the program planning or implementation;
4. 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;
5. Logistics of the year-round or Extended/Enriched School Year program;
6. Targeted student enrollment and demographic information, including the school and/or division’s recruitment plan to support student attendance in the program;
7. A description of the community and division’s investment in the proposed program that would ensure the long-term success and sustainability of the program;
8. Evaluation procedures, including mechanisms for measuring goals and objectives demonstrating student achievement goals; and
9. A timeline and description of the initiatives and tasks involved in the start-up process.

REPORTING REQUIREMENTS

Year-Round or Extended/Enriched School Year Programs that received funding during the first round of FY25 grant awards cycle and/or were operating FY25 using Extended/Enriched School Year and Year-Round School funding from any previous grant award cycle were required to report their progress on grant activities twice during this Fiscal Year. This included a mid-year report submitted in January and an annual report submitted in July. The mid-year report was used by The Office of School Quality to (1) monitor grant activities to ensure adherence to the expenditures listed in the grant application, (2) support divisions and schools in their program implementation to ensure the programs receiving Extended/Enriched School Year and Year-Round School funding were collecting and analyzing student data to evaluate the effectiveness of the program, and (3) encourage divisions to use the continuous improvement process by reflecting on their current practices and any necessary adjustments that need to be made to impact student outcomes. The annual reports submitted by divisions were used to write this report to the General Assembly to report end-of-year outcomes.

For divisions reporting on awards from reappropriated FY22 or FY24 funds, this report was an end of program report for final outcomes. For divisions reporting on FY25 awards, the annual report reflects activities started since the notification of the FY25 Extended/Enriched School Year and Year-Round School award decision and any funds that may have been spent since receiving the disbursements.

The mid-year report and annual report provided information regarding the results of student performance outcomes based on the school/division's chosen data metrics. Additionally, divisions reported a detailed list of FY25 funding expenditures. Since FY25 funding was disbursed throughout the year between July 1, 2024, and June 30, 2025, some divisions that were awarded funds during FY25 did not spend funds during the Fiscal Year. In those cases, divisions reported their grant activities only. Summaries of the narratives within the division's individual annual reports are included within this report and in Appendix B.

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

1. *Executive Summary*: goals, objectives, strategies utilized, and results;
2. *Logistical Description*: the total days of instruction, hours of instruction per day, time of program operation in relation to the division's traditional calendar, length of the program, dates of operation, content areas addressed, and student enrollment demographics and grade-levels;
3. *Stakeholder Engagement*: Description of teachers', parents', and the community's involvement in the implementation and/or planning of the program, as well as partnerships established in the business community and elsewhere;
4. *Implementation Support and Barriers*: Description of the barriers and aids 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. *Impact Data (start-up grant awardees only)*: Description of the data collection and explanation of the data analysis to determine the program’s overall effectiveness. Divisions that received a start-up grant were required to report a student achievement 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 such as division benchmarks, Standards of Learning (SOL) assessments, Virginia Language and Literacy Screening (VALLS).
 - b. **Additional Metrics #1 & #2 (optional)**: 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. For Year-Round School programs, chronic absenteeism was a required additional metric.
6. *Budget and Spend Down Update*: Detail of the spend down during the school year by object code and overall, including any updated spending toward the required local match. The Department requires divisions to report spending on both mid-year and year-end reports.

DIVISION SUMMARY

Grant recipients took different approaches to the design and implementation of programs extending the school year or offering year-round instruction. Through the FY25 application process, applicants were encouraged to delve deeper into their school needs assessments to identify target populations and develop innovative programs to specifically address the identified needs of the student population. This encouragement and support from the Office of School Quality yielded FY 25 programs that specifically identified and supported vulnerable or underperforming student groups, including students with disabilities, English Learners, and at-risk students.

Some divisions offered programs with a balance of enrichment and academic remediation. Some offered intersession enrichment during typical school vacation times, while others extended time for learning in nontraditional time periods, such as evenings or weekends. There was a significant interest and increase in planning grants awarded to divisions to explore a Year-Round School calendar. More information regarding each division’s specific program and metrics can be found in Appendix B and Table 2.

Table 2. Program and Student Impact Data Summary

Division	Program and Reported Student Impact Data
<p>Bristol City Public Schools (new program)</p>	<p>Extended/Enriched School Year (Planning Grant) The division is conducting a needs assessment during this planning year to revamp and restart their extended/enriched school year program. Surveys have been conducted by the community partner for educators and families of the school community. Initial data overview summaries of the surveys have been compiled from the 50 educator surveys and 174 family surveys completed. A meeting between division representative and community partner was held to discuss next steps. The community partner is now inviting participants from both groups to participate in focus groups that will further examine the survey responses and clearly define the needs/concerns of the school community with regard to extended school opportunities. Key questions for the focus groups were determined.</p>
<p>Charles City Public Schools (new programs)</p>	<p>Extended/Enriched School Year (Planning Grant) Charles City Public Schools pursued two Extended/Enriched School Year grants for the first time in FY25.</p> <ul style="list-style-type: none"> In August, the division applied to develop an afterschool STEAM club program at the elementary and high school, including an outdoor education component where students would explore science and math concepts using their outdoor trails and learning spaces and a Lego Robotics Competition Team. In the 2024-2025 school year, the high school and elementary school ordered materials for the Lego Robotics Team to practice and solicited interest from students. In its first year, the high school has 13 participants on the team. As they are preparing for their second year of the program, 23 students have joined to date.

Division	Program and Reported Student Impact Data
	<ul style="list-style-type: none"> In January, the division requested a second planning grant to extend the program at the elementary school that was started under the first application. The elementary school held three family engagement events between February 2025 and July 2025, and they have developed a key partnership with NASA Langley Research Center to support this work. The goal of the parent engagement component was to increase science performance. In the initial year, science pass rates improved for 5th grade students from 42% on the 2024 science SOL to 44% on the 2025 science SOL.
Chesterfield County Public Schools	<p>Year-Round School (Start-up Grant) Chesterfield County Public Schools continued the Year-Round School calendar at Bellwood Elementary School in FY25. As a result of intersession courses, 36 students were able to recover an average of 30.4 hours of seat time during intersession. The school had a 26% chronic absenteeism rate in 2023-2024 school year compared to 18.7% in 2024-2025 school year (7.3% decline compared to the previous year). Sixty of the 72 chronically absent students attended intersession as a means to recover seat time. Kindergarten students who attended 5 or more days of intersession had an average of 88.8 points of growth from Fall VALLSS to the Spring administration. This is an average of 2.06 points higher than the student who did not attend (+86.74 points). First grade students who attended five or more days of Intersession averaged 47.8 points of growth from Fall VALLSS to Spring VALLSS, compared to the entire grade level that had an average of 40.84 points of growth (+6.96 points).</p>
Danville Public Schools (new program)	<p>Year-Round School (Planning Grant) Danville Public Schools applied for a planning grant in January to support their efforts to start a year-round school at one elementary school site. Preliminary planning activities have begun, but the majority of the planning activities will be completed in the 2025-2026 school year with an intent to finalize the plan for implementation in May 2026 and launch in the year-round calendar at one school in 2026-2027 school year.</p>
Loudon County Public Schools	<p>Extended/Enriched School Year (Start-up Grants) Loudon County Public Schools received a start-up grant to support Middleburg Community Charter School with an Extended/Enriched School Year program focused on providing intersession programs that engage students in exploratory learning with project and place-based learning focused on the core content areas. Sixty – 70 students (approximately 50% of the student body) participates in the intersessions. Below are additional data provided by the school:</p> <ul style="list-style-type: none"> 82% of MCCA scholars in grades 3-5 scored proficient or advanced on the Reading SOL assessment. 100% of our 4th grade

Division	Program and Reported Student Impact Data
	<p>scholars scored proficient or advanced on the VA Studies SOL assessment.</p> <ul style="list-style-type: none"> • 100% of the students who scored proficient or advanced on the Virginia studies SOL assessment attended intersessions. • 78% of the students in grades 3-5 who attended weekly intersessions passed the Reading SOL assessments.
<p>Montgomery County Public Schools (new program)</p>	<p>Extended/Enriched School Year (Planning Grant) Montgomery County Public Schools was awarded a planning grant for Eastern Montgomery Elementary School during the January application window to explore how to modify the school calendar to increase student engagement and academic performance. At the time of this report, the school has completed two major milestones:</p> <ul style="list-style-type: none"> • Establish a Steering Committee: Recruit and onboard members (school administrators, teachers, parents, community members) to the steering committee. • Conduct a Needs Assessment: Develop and administer surveys, conduct focus groups, and hold individual interviews with students, parents, and teachers to gather data on student needs and program preferences.
<p>Newport News Public Schools (new program)</p>	<p>Extended/Enriched School Year (Start-up Grants) Newport News Public Schools continued two programs funded by the extended/enriched school year grant a high school program during the school year for students needing additional academic support (WE LEAP) and a summer program (SPARK – renamed Camp ELEVATE in 2025)</p> <ul style="list-style-type: none"> • WE LEAP participants demonstrated measurable progress toward established program goals. Across program sites, between 43% and 64% of students met or exceeded the 60% benchmark cut score in reading, math, and science, with at least one site surpassing the program’s target of 60%. Additionally, specific sub-groups demonstrated strong performance, with 100% of students in those groups meeting the benchmark. • Menchville High School demonstrated significant student engagement and impact through its WE LEAP afterschool and Saturday School programs during the 2024–2025 school year. A total of 128 students participated in these extended learning opportunities. Using WE LEAP to track Flexible Instructional Time (FIT) data, the school recorded an impressive 10,453 FIT recovery hours, providing students with structured academic support, enrichment, and time to recover credits. This data highlights how Menchville effectively leveraged out-of-school

Division	Program and Reported Student Impact Data
	<p>time programming to strengthen academic achievement and keep students on track for graduation.</p> <ul style="list-style-type: none"> • In Summer 2024–25, the division enrolled 53 students in the Elevate Program, designed to provide targeted academic support for students needing to complete coursework to meet graduation requirements. Of those students, 85% successfully completed their courses and earned a high school diploma on August 5, 2025. This achievement underscores the program’s effectiveness in providing critical pathways to graduation for students who might not otherwise have met the requirements, demonstrating both the impact of targeted interventions and the division’s commitment to ensuring every student is prepared for postsecondary success. • Student success specifically for elementary and middle school students will not be recorded and analyzed until the first marking period benchmark assessments that will be conducted in September & October of 2025.
<p>Petersburg City Public Schools (new programs)</p>	<p>Extended/Enriched School Year (Start-up Grants) Petersburg City Public Schools planned and implemented two Extended/Enriched School Year programs within the division using start-up funding awarded in the second round of applications in January.</p> <ul style="list-style-type: none"> • <i>Full STEAM Ahead</i> addressed the needs of chronically absent elementary students in grades 4 and 5 at four elementary schools with the goal to improve student performance outcomes in attendance, literacy, and science by providing immersive, hands-on STEAM (Science, Technology, Engineering, Arts, and Mathematics) experiences during the summer. After the first summer of implementation, the division saw some chronically absent students demonstrate re-engagement throughout the 16-day summer program. Nineteen chronically absent students attended the 16-day summer program. Eight students showed improved attendance during the program as compared to the traditional school year. Six students showed a notable improvement in their attendance rate, ranging from 81% to 88%. The attendance data for the remaining 11 students shows that they were chronically absent. However, the data has not been utilized to compare their attendance between the summer camp and the traditional school year. Three of those students exited to attend another camp. The division is using this information to make revisions to the program as they move forward.

Division	Program and Reported Student Impact Data
	<ul style="list-style-type: none"> • Student performance between the pre- and post-assessments was compared to demonstrate growth in science understanding. On the pre-test, 8 out of 35 students (23%) scored between 70–100%, while on the post-test, 17 out of 28 students (61%) scored in this range. On the pre-test, 15 out of 35 students (43%) scored 69–50%, while 8 out of 28 students (29%) made this score on the post-test. Finally, twelve out of 28 students (43%) scored below 50% on the pre-test and 3 out of 28 students (11%) made this score on the post-test. • The secondary program addressed the needs for tutoring and intervention plans at three schools serving grades 6-12. The division established systems for selecting student participants, tracking data for each participant, staff training, and family engagement at each site. A tailored tutoring/intervention implementation plan was developed at each school based on school improvement goals, achievement data, and stakeholder feedback. The impact of the intervention for this initial year was measured in the number of students who passed the classes and SOL assessment data. Math and reading saw a decrease in students failing the classes. <p>Year-Round School (Planning Grant) Since the division did not receive its grant award notification until May 2025 and the school in the Year-Round planning grant was also a school in the start-up grant, the division decided to begin the process of planning this work in the fall of 2025 and concentrate efforts in the late spring and summer on initiating the program in the start-up grant first.</p>
Pulaski County Public Schools (new program)	<p>Extended/Enriched School Year (Planning Grant) Pulaski County Public Schools began developing a team to support the work and organized a robust summer program designed to model components of a balanced calendar implementation. They collected feedback surveys from staff, students, and families. The team plans to visit other school divisions that use a year-round calendar.</p>
Richmond City Public Schools	<p>Year-Round School Richmond City Public Schools pursued two Extended/Enriched School Year grants in FY25.</p> <p>(Planning Grant) Woodville Elementary and Oak Grove-Bellemeade Elementary received a planning grant to pilot a 200-day calendar. In this initial year Oak Grove-Bellemeade Elementary reports the following impact data:</p> <ul style="list-style-type: none"> • 3% increase in Reading SOL proficiency from the last school year. • 1% increase in Math SOL proficiency from the last school year.

Division	Program and Reported Student Impact Data
	<ul style="list-style-type: none"> • 5% increase in Science SOL proficiency from the last school year. • 7% decrease in chronic absenteeism from the last school year <p>Woodville Elementary encountered a few additional challenges this year, including a new administrative team and difficulty staffing full-time teachers, which created additional variables to consider in their reported impact data:</p> <ul style="list-style-type: none"> • 3% decrease in Reading SOL proficiency from the last school year. • No change in Math SOL proficiency from the last school year. • 7% decrease in Science SOL proficiency from the last school year. • 3% decrease in chronic absenteeism from the last school year. <p>(Start-up Grant) Cardinal Elementary and Fairfield Court Elementary received a start-up grant to continue the 200-day calendar that was initiated in the 2023-2024 school year. Cardinal Elementary reports the following impact data:</p> <ul style="list-style-type: none"> • 3% increase in Reading SOL proficiency from the last school year. • 17% increase in Math SOL proficiency from the last school year. • 11% increase in Science SOL proficiency from the last school year. • 0.5% decrease in chronic absenteeism from the last school year. <p>Fairfield Court Elementary School reported the following impact data:</p> <ul style="list-style-type: none"> • 22% increase in Reading SOL proficiency from the last school year. • 1% decrease in Math SOL proficiency from the last school year. • 25% increase in Science SOL proficiency from the last school year.
<p>Roanoke City Public Schools (new program)</p>	<p>Extended/Enriched School Year (Start-up Grant) Roanoke City Public Schools received a start-up grant funding during the second round of grant applications in January 2025 to support the extended/enriched school year work at eight schools in the division. They are currently implementing the Students Thriving and Rising (STAR) program, which replaced the RCPS+ program that was previously funded under this grant. At the summer 2025 STAR program, there was a total enrollment of 1,391 students. The summer 2025 STAR program had a total enrollment of 1,391 students. The division gathered data in reading and math using the Measures of Academic Program</p>

Division	Program and Reported Student Impact Data
	<p>(MAP) screener in Spring 2025 and compared the data to Fall 2025 after the program.</p> <ul style="list-style-type: none"> In math, the national norm on the math MAP screener shows an average RIT (Rasch unIT) score, which is a scoring scale used in the MAP assessment to measure a student’s academic performance, declined of –2.813. In the division, students who did not participate in the STAR program showed less decline than the national norm (–1.952), but students who participated in the program did not show much of a decline at all in math (-0.255). In reading, the national norm on the reading MAP screener showed an increase by 0.917 in RIT score. In the division, students who did not participate in the summer program still exceeded the national norm for growth (+7.618), but students who did participate on average surpassed that growth (+8.926).
<p>Salem City Public Schools (new program)</p>	<p>Extended/Enriched School Year (Planning Grant) At the time of this report, the division has just begun to convene stakeholders to develop the program and conduct the needs assessment at each of the six schools in the application (East Salem Elementary, West Salem Elementary, G.W. Carver Elementary, South Salem Elementary, Andrew Lewis Middle School, and Salem High School).</p>
<p>Staunton City Schools (new program)</p>	<p>Extended/Enriched School Year (Planning Grant) Through the planning grant, the division has contracted with On the Road Collaborative on behalf of Shelburne Middle School to develop a career development component of their extended/enriched school year program that will utilize their outdoor learning experiences to help students engage in meaningful hands-on applications of academics and career exploration. At this time, the school is beginning to pilot the program.</p>
<p>Waynesboro City Public Schools (new high school program)</p>	<p>Extended/Enriched School Year Waynesboro City Public Schools pursued two grants, one start-up and one planning grant, that would support five schools. (Planning Grant) Waynesboro High School implemented a pilot extended/enriched school year after-school and summer program to reduce the number of students who were currently off track for on-time graduation. The after-school program primarily targeted seniors who were off track. As a result, 32 of 40 (80%) off-track seniors completed the program and graduated on time. The summer program took place in June and July and targeted students who needed to recover credits and/or pass a <i>Standards of Learning</i> (SOL) test necessary to be on track for on-time graduation based on their cohort year. The success rates for summer credit recovery and summer SOL retesting were 87% and 63%, respectively. (Start-up Grant)</p>

Division	Program and Reported Student Impact Data
	<ul style="list-style-type: none"> • William Perry Elementary began an after-school STEAM Club program in the 2023-24 school year with approximately 24% of students in grades 3-5 participating. SOL scores for students participating in the EXTENDED/ENRICHED SCHOOL YEAR program are significantly higher than those who do not participate (74% Math and 65% Science for EXTENDED/ENRICHED SCHOOL YEAR participants and 35% Math and 38% Science for nonparticipants). • The after-school STEAM Program at Wenonah Elementary began in 2022-23 and includes 65% of students in grades 3-5. Since its inception, science SOL scores have increased by 19 points, and math SOL scores have increased by 7 points. • The afterschool Building Brighter Bulldogs Program at Westwood Hills Elementary began in 2023-24 and includes 40% of students in grades 3-5. Science SOL scores have increased 9 points and math SOL scores increased by 5 points. • Kate Collins Middle School continued a farming program that uses a hands-on curriculum aligned to the grade-level standards of learning to support students in understanding math, reading, and science concepts. Students who participated in the 2024-25 Garden Club after school program improved an average of 5% on the Reading Fall and Spring CIP Growth Assessment and 13% on the Math Fall and Spring CIP Growth Assessments. Students who participated in the summer Farm camp in 2025, showed a 20% increase on a science and math pre/post assessment. Students who participate in the EXTENDED/ENRICHED SCHOOL YEAR program also outperform students who do not on SOL tests.
Winchester Public Schools (new program)	<p>Extended/Enriched School Year (Start-up Grant) Winchester Public Schools received a start-up grant to fund two schools with a WELCOME program that specifically addressed the unique needs of their English Learner (EL) students. The division developed a 16-day summer program hosting rising grade 5-8 EL and newcomer students. Fifty students were invited to participate, and 48 students enrolled in the summer program. Students received daily, targeted English instruction with an EL teacher. Data on the program's impact will be collected during the 2025-2026 school year.</p>

Despite the differences in programs, grantees reported a common commitment to finding new ways to engage students in their learning with the intent of improving academic achievement. Over the past ten years, the Department has not provided an evaluation matrix as outlined in Item

127M section 6a and b given the variance of divisions’ metrics and program goals. However, this is a requirement of current leadership and will be reflected in the 2025-2026 annual report.

The divisions allocated funds in FY25 reported spending a total of \$2,944,771.89 out of \$7,763,312 in that Fiscal Year. Unspent funds were carried over for divisions to spend in FY2026, as allowed in legislation. This carryover is particularly important for divisions that were awarded funds in the second round of application. Divisions with \$0 expended received GANs close to their reporting date and were in Round Two of funding. Many divisions that received funds engaged in planning during the school year and will utilize these funds for summer 2025 programming and the 2025-2026 school year, which will be reported in next year’s annual report.

Table 3 lists the eight school divisions that received start-up grant funds in the 2025 Fiscal Year application cycle. The table includes details regarding the amount of start-up funds awarded to each division and the amount that the division spent during the 2025 Fiscal Year. Six divisions requested to carryover the remaining balance into the 2026 Fiscal Year. The divisions have until June 30, 2026, to spend any remaining funds.

Table 3. Start-up Grant School Division Awards and Expenditures

Round 1 – August 2024 Start-up Grant Awards			
Awarded School Division <u>Startup</u> Grants	Amount Awarded	Expended FY 2025 Funds	Funds carried over to FY2026
Loudon County Public Schools	\$36,349.02	\$36,349.02	\$0
Newport News Public Schools	\$1,077,179.92	\$993,867.12	\$83,312.80
Richmond City Public Schools	\$600,000	\$600,000	\$0
Waynesboro City Public Schools	\$1,046,894	\$483,860	\$563,034
Round 1 Total	\$2,760,422.94	\$2,114,076.14	\$646,346.80

Round 2 – January 2025 Start-up Grant Awards			
Awarded School Division <u>Startup</u> Grants	Amount Awarded	Expended FY 2025 Funds	Funds carried over to FY2026
Chesterfield County Public Schools	\$80,000	\$0	\$80,000

Round 2 – January 2025 Start-up Grant Awards			
Awarded School Division <u>Startup</u> Grants	Amount Awarded	Expended FY 2025 Funds	Funds carried over to FY2026
Petersburg City Public Schools	\$1,666,146.62	\$161,097.05	\$1,505,049.57
Roanoke City Public Schools	\$1,338,038.84	\$198,061.36	\$1,139,977.48
Winchester Public Schools	\$598,462	\$0	\$598,462
Round 2 Total	\$3,682,647.46	\$359,158.41	\$3,323,489.05
Start-up Grant Total	\$6,443,070.40	\$2,473,234.55	\$3,969,835.85

Table 4 lists the ten school divisions that received planning grant funds in the 2025 Fiscal Year application cycle. The table includes details regarding the amount of planning grant funds awarded to each division and the amount the division spent during the 2025 Fiscal Year. The remaining balance is carried over into the 2026 Fiscal Year. The divisions have until June 30, 2026, to spend any remaining funds.

Table 4. Planning Grant School Division Awards and Expenditures

Round 1 - August 2024 Planning Grant Awards			
Awarded School Division <u>Planning</u> Grants	Amount Awarded	Expended Funds in FY 2024	Funds to be carried over to FY2025
Richmond City Public Schools	\$50,000	\$13,305.54	\$36,694.46
Charles City Public Schools	\$100,000	\$6,446.13	\$93,553.87
Round 1 Total	\$150,000	\$19,751.67	\$130,248.33

Round 2 - January 2025 Planning Grant Awards			
Awarded School Division <u>Planning</u> Grants	Amount Awarded	Expended Funds in FY 2024	Funds to be carried over to FY2025
Bristol Public Schools	\$200,000	\$36,000	\$164,000
Charles City Public Schools	\$50,000	\$0	\$50,000

Round 2 - January 2025 Planning Grant Awards			
Awarded School Division <u>Planning Grants</u>	Amount Awarded	Expended Funds in FY 2024	Funds to be carried over to FY2025
Danville Public Schools	\$49,866.60	\$0	\$49,866.60
Montgomery County Public Schools	\$50,000	\$50,000	\$0
Petersburg City Public Schools	\$50,000	\$0	\$50,000
Pulaski Public Schools	\$350,000	\$21,527.81	\$328,472.19
Richmond City Public Schools	\$20,375	\$0	\$20,375
Salem City Public Schools	\$300,000	\$61,749	\$238,251
Staunton City Public Schools	\$50,000	\$8,752.65	\$41,247.35
Waynesboro City Public Schools	\$50,000	\$45,598	\$4,402
Round 2 Total	\$1,170,241.60	\$230,073.59	\$990,168.01
Planning Grant Total	\$1,320,241.60	\$243,379.13	\$1,026,862.47

With the \$613,312 appropriation for planning grant funds, a total of \$1,320,241.60 was awarded to school divisions. Due to the higher demand for planning grants in the FY25 application cycle, an additional \$706,929.60 was reallocated from the start-up grant allocation to fulfill the planning grant requests. [Item 124 M.4 \(Chapter 725, 2025 Acts of Assembly\)](#) allows for existing extended school year programs to be eligible for any existing remaining balances. Start-up grant funding totaled \$6,525,789. The combined total for start-up and planning grant funding awarded during the 2025 Fiscal Year was \$7,763,312 Extended/Enriched School Year.

As allowed by the legislation, divisions may request carryover of grant award funds for a maximum of two years. Grant spending during FY25 also occurred on Extended/Enriched School Year and Year-Round School grants awarded during the 2024 Fiscal Year and from funds reappropriated in 2022. The funding from FY24 expired on June 30, 2025, and the reappropriated FY22 funds expired on December 31, 2024.

In FY24, \$7,503,423 was allocated to divisions for start-up grants, and \$250,000 was allocated to divisions for planning grants. Awardees reported spending \$1,788,009.74 of FY24 funds in the year they were awarded. In the second year of the grant award, divisions reported spending a

total of \$4,722,731.41. Most divisions awarded funds in FY24 implemented programs that had a longstanding history of receiving funds from this General Assembly allocation. Many divisions also retained and reappropriated FY22 and FY24 Extended/Enriched School Year and Year-Round School grant awards and carried those balances over into FY25. Table 7 in Appendix A reports the funds expended during FY25 for divisions that had FY24 and reappropriated FY22 carryover funds.

Combining all active funds from FY25, FY24, and reappropriated FY22 funds, divisions reported spending a total of \$11,917,594.20 of targeted Extended/Enriched School Year and year-round school funds during the 2025 Fiscal Year. Table 5 is a summary of all active funds spent in FY25 by divisions, which includes spending on the first year of FY25 funds, the second year of FY24 (expired June 30, 2025) and Reappropriated FY22 (expired December 31, 2024) funds, and other carryover funds in Hopewell City Public Schools (FY21 carryover) and Newport News Public Schools (FY23 carryover).

Table 5. Summary of Funds Expended in FY25

Funding Year	FY25	FY24	Reappropriated FY22	FY21 & FY23	Total
Amount Spent	\$2,944,771.89	\$4,722,731.41	\$964,487.08	\$3,285,603.85	\$11,917,594.20

PROGRAM IMPROVEMENTS FOR FY26

In the FY24 Annual Report for the Targeted Extended/Enriched School Year and Year-Round School grant, several proposals were made for program improvements in FY25. Table 6 provides an update on those proposed improvements.

Table 6. Update on Proposed Program Improvements

Proposed Program Improvement	FY25 Progress Update	FY26 Program Update
Provide multiple opportunities for divisions to apply for the grant funds.	FY25 held two rounds of applications, one in August 2024 and one in January 2025.	FY26 will open the application window and allow rolling applications until November 1, 2025, to maximize time and dollars for implementation.
Address all components of Item 124.M.7 in the application to acknowledge and equally prioritize innovative approaches to instructional delivery and school governance models as allowed.	N/A	Divisions were provided examples and the opportunity on the FY26 application to select innovation approaches to instructional delivery (such as competency-based models or school-within-school concepts) and innovative school governance models in addition to the traditional planning and start-up grants for Year-Round School and Extended School Year programs.
Recruit new applicants, specifically focusing on federally identified schools or schools identified for support in the state’s School Performance and Support Framework.	OSQ held the first state-wide webinar with 180 registered participants to provide an overview of the grant. One new division applied, and many other divisions requested support for their FY26 application.	The overview webinar was continued by the Department in FY26. The grant was expanded to include innovative approaches to instructional delivery and school governance models as allowed by Item 124.M.7 which will open the door for many new divisions to apply that were previously not marketed or part of the application. This opportunity was shared directly with principals and system leaders.

Proposed Program Improvement	FY25 Progress Update	FY26 Program Update
<p>Divisions with carryover funds will have increased monitoring and support.</p>	<p>OSQ held mid-year meetings with divisions from the August 2025 application cycle that did not meet expenditure thresholds to develop spending plans. Two divisions with multiple Extended/Enriched School Year and Year-Round School awards submitted division spend down plans.</p>	<p>Spend down meetings will continue in FY26. The Department will now capture meeting minutes from spend down meetings to capture conversations and feedback (including on student outcomes and academic progress towards metrics) provided to divisions to ensure funding is spent in alignment with the requirements of the program. In addition, the Department will monitor and share burn rates given the finite timeline associated with the funds.</p>
<p>Divisions with remaining funds must request carryover. Carryover may be denied if divisions do not meet a set criterion.</p>	<p>A formal process for requesting carryover was developed. This information is included in the grant timeline shared with all applicants. Carryover requests beyond the two-year award have been denied, except for divisions with large remaining balances. Divisions with large remaining balances were allowed a final carryover request that will expire on June 30, 2026.</p>	<p>In FY26, the second disbursement of funds follows the division’s submission of the mid-year report. If a division does not show spend down of the first disbursement, the second disbursement may be denied. The Department will now capture meeting minutes from spend down meetings that capture conversations with divisions along with the feedback provided to divisions to ensure funding is spent in alignment with the requirement of the program.</p>
<p>Continuing school divisions will be awarded the grant based on criteria that includes the evaluation of program effectiveness and the program’s impact on student performance outcomes.</p>	<p>Divisions were supported in FY25 in developing program goals and metrics to appropriately measure their program’s effectiveness at the end of the year.</p>	<p>The rubric in FY26 includes three screening criteria. One of those criteria is that divisions previously awarded funds must submit data to show program implementation and impact on student performance outcomes.</p> <p>The rubric and application were streamlined to adhere to Item 124.M.7 and to</p>

Proposed Program Improvement	FY25 Progress Update	FY26 Program Update
		address feedback from the field on why divisions had chosen not to apply in prior grant cycles.
		In FY26, this program is moving to the <i>Division of Innovation, Student Pathways & Opportunities</i> which is the Department’s new hub for thought partnership and expert technical support for flexible instruction, seat time innovations, and other effective, new models. This will ensure divisions planning and starting up innovative models around time use and governance have more technical expertise and collaboration opportunities.

CONCLUSION

The Targeted Extended/Enriched School Year and Year-round School Grants are an essential source of grant funding from the General Assembly that has benefited schools throughout the Commonwealth in exploring and implementing programs that support bolstering student attendance and academic achievement.

For example, [Chesterfield County Public Schools used grant funds](#) to continue the year-round school calendar at Bellwood Elementary School in FY25. Funding from the grant supported intersession courses, including instructors, support staff, custodians, and bus drivers. As a result of intersession courses, 36 students were able to recover an average of 30.4 hours of seat time during intersession. The school had a 26% chronic absenteeism rate in 2023-2024 school year compared to 18.7% in 2024-2025 school year (7.3% decline compared to the previous year). In Richmond City Public Schools, Cardinal Elementary and Fairfield Court Elementary received a start-up grant to continue the 200-day calendar that was started in 2023-2024. Since receiving the start-up grant, Cardinal Elementary School reported a 3% increase in Reading SOL proficiency, 17% increase in Math SOL proficiency, 11% increase in Science SOL proficiency, and 0.5% decrease in chronic absenteeism when compared to last school year. Refer to Appendix B for a full description of the impact on students from grant funding.

The success to date of Extended/Enriched School Year and Year-Round Schools demonstrates the power of sustained investment in these programs to strengthen student achievement and educational opportunities across the Commonwealth.

Moving forward, with the integration of Innovative Approaches to Instructional Delivery into the grant application framework, school divisions are now empowered to reimagine and transform the educational experience for students. These forward-thinking strategies are designed to foster flexibility, personalization, and relevance in learning environments, ultimately driving improved academic outcomes and student engagement.

We anticipate a dynamic shift in instructional models that prioritize mastery over seat time, enabling students to progress based on demonstrated competencies rather than rigid schedules. Through Seat Time Flexibility, divisions can offer enriched learning pathways, work-based experiences, and dual enrollment opportunities that align with real-world skills and postsecondary goals. Innovative assessment practices will further individualize learning, allowing students to showcase their knowledge through authentic, performance-based evaluations and portfolios.

Hybrid delivery models will blend synchronous, asynchronous, virtual, and in-person modalities to meet diverse learner needs, while AI-enhanced instruction will personalize academic support, streamline college and career exploration, and equip educators with cutting-edge tools for effective teaching. Educator development will be strengthened through micro-credentialing and teacher residency programs, cultivating a robust pipeline of skilled professionals, including those

from industry backgrounds. Alternative education programs will ensure that all students, regardless of circumstance, have access to tailored instructional support and pathways to success.

Additionally, reimagining the use of space and instructional time will unlock new possibilities for learning environments - both within schools and across communities - making education more adaptable, inclusive, and impactful.

Together, these innovative approaches represent a bold commitment to educational excellence, equity, and future readiness. As school divisions begin to implement these strategies, we expect to see more personalized learning experiences, stronger student outcomes, and a more agile and responsive education system that meets the evolving needs of all learners.

APPENDIX A: CARRYOVER FUNDING REPORT

Table 7. School Divisions with Carryover Funds Spent in the 2025 Fiscal Year

Awarded School Division	Type of Grant	Amount Awarded	Funds Expended in FY2024	Funds carried over to FY2025	Funds Expended in FY2025	Funds returned or carried over in FY2026
Bristol City Public Schools	Reappropriated FY22 Start-up	\$389,537.25	\$247,949.71	\$141,587.54	\$141,587.54	\$0
Carroll County Public Schools	Reappropriated FY22 Start-up	\$300,000	\$39,453.35	\$260,546.65	\$260,335.35	\$211.30 Returned to VDOE
Carroll County Public Schools	FY24 Start-up	\$300,000	\$254,336.99	\$45,663.01	\$44,375.96	\$1,287.05 Returned to VDOE
Chesterfield County Public Schools	Reappropriated FY22 Start-up	\$261,704.03	\$170,513.80	\$91,190.23	\$30,498.93	\$60,691.30 Returned to VDOE *See note below table
Chesterfield County Public Schools	FY24 Start-up	\$300,000	\$160,539.87	\$139,460.13	\$139,460.13	\$0
Franklin City Public Schools	FY24 Planning	\$50,000	\$0	\$50,000	\$50,000	\$0
Hampton City Public Schools	Reappropriated FY22 Start-up	\$124,696.86	\$121,932.65	\$2,764.21	\$2,764.21	\$0
Hampton City Public Schools	FY24 Start-up	\$1,897,568	\$537,220.15	\$1,360,347.85	\$1,292,232.33	\$68,115.52 Returned to VDOE
Hopewell City Public Schools	FY24 Start-up	\$1,600,000	\$0	\$1,600,000	\$0	\$1,600,000 Expires June 30, 2026

Awarded School Division	Type of Grant	Amount Awarded	Funds Expended in FY2024	Funds carried over to FY2025	Funds Expended in FY2025	Funds returned or carried over in FY2026
Hopewell City Public Schools	FY21 Start-up	\$1,500,000	\$0	\$1,500,000	\$506,952.73	\$993,047.27 Expires June 30, 2026
Montgomery County Public Schools	FY24 Planning	\$50,000	\$28,334	\$21,666	\$18,410.74	\$3,255.26 Returned to VDOE
Newport News Public Schools	FY24 Start-up	\$1,500,000	\$0	\$1,500,000	\$1,329,437.55	\$170,562.45 Expires June 30, 2026
Newport News Public Schools	FY23	\$4,984,092	\$2,167,923.85	\$2,816,168.15	\$2,778,651.12	\$37,517.03 Expires June 30, 2026
Richmond City Public Schools	FY24 Planning	\$50,000	\$0	\$50,000	\$49,981.83	\$18.17 Returned to VDOE
Roanoke City Public Schools	FY24 Start-up	\$957,102	\$2,248.85	\$954,853.15	\$954,853.15	\$0
Salem City Public Schools	FY24 Start-up	\$124,588	\$52,688.55	\$71,899.45	\$71,899.45	\$0
Waynesboro City Public Schools	Reappropriated FY 22 Start-up	\$960,130.62	\$636,732.40	\$323,398.22	\$323,398.22	\$0
Waynesboro City Public Schools	FY24 Start-up	\$824,165	\$69,304.72	\$754,860.28	\$754,860.28	\$0

Awarded School Division	Type of Grant	Amount Awarded	Funds Expended in FY2024	Funds carried over to FY2025	Funds Expended in FY2025	Funds returned or carried over in FY2026
Waynesboro City Public Schools	FY24 Planning	\$100,000	\$82,780.01	\$17,219.99	\$17,219.99	\$0
Winchester Public Schools	Reappropriated FY22 Start-up	\$299,986	\$93,803.32	\$206,182.68	\$205,902.83	\$279.85 Returned to VDOE
TOTAL		\$16,573,569.76	\$4,665,762.22	\$11,907,807.50	\$8,972,822.34	\$2,934,985.20 Returned to VDOE \$133,858.45 Expires June 30, 2026 \$2,801,126.75

*Due to Falling Creek Elementary School returning to a traditional school calendar in the 2024-2025 school year, Chesterfield County Public Schools amended the funds to reallocate them to Bellwood Elementary School to support a current year-round school.

APPENDIX B: STUDENT IMPACT SUMMARY

The following serves as a summary of the impact on student outcomes, as reported by the divisions participating in the Targeted Extended/Enriched School Year and Year-Round School Grant. In all start-up grant applications, divisions identified student achievement metrics for all programs that would be reported in their 2024 Annual Report. Divisions that implemented the year-round school calendar with a start-up grant also reported a metric for chronic absenteeism. Achievement metrics for planning grants varied based on the scope of the work the division identified in their application.

Year-Round School Calendar

For schools and/or divisions who received start-up grants for a Year-Round School Calendar, they measured student achievement, using various division-identified assessments, and chronic absenteeism rate using preliminary data for FY 25; whereas, planning grant applicants initiated family and staff engagement in the decision-making and development of the Year-Round School calendar. The following are the results of division assessments for the Year-Round Calendar program.

Chesterfield County Public Schools continued the Year-Round School calendar at Bellwood Elementary School in FY25 with continued start-up grant funding in the second round of grant funding applications in January 2025. Funding from the grant supported the school's intersession courses, including instructors to teach the courses, support staff, custodians and bus drivers.

As a result of intersession courses:

- 36 students were able to recover an average of 30.4 hours of seat time.
- **The school had a 26% chronic absenteeism rate in 2023-2024 school year compared to 18.7% in 2024-2025 school year (7.3% decline compared to the previous year). Sixty of the 72 chronically absent students attended intersession as a means to recover seat time.**
- Kindergarten students who attended 5 or more days of intersession had an average of **88.8 points of growth from Fall VALLSS to the Spring administration**. This is an average of 2.06 points higher than the student who did not attend (+86.74 points).
- First grade students who attended five or more days of Intersession averaged **47.8 points of growth from Fall VALLSS to Spring VALLSS**, compared to the entire grade level that had an average of 40.84 points of growth (+6.96 points).

Danville Public Schools applied for a planning grant in January 2025 to support their efforts to start a year-round school at one elementary school site. Preliminary planning activities have begun, but the majority of the planning activities will be completed in the 2025-2026 school year with an intent to finalize the plan for implementation in May 2026 and launch in the year-round calendar in 2026-2027 school year.

Petersburg City Public Schools received a planning grant to develop plans for a 200-day calendar at one of their elementary schools. Since the division did not receive their grant award

notification until May 2025 and the school in the Year-Round planning grant was also a school in the start-up grant, the division decided to begin the process of planning this work in the fall of 2025 and concentrate efforts in the late spring and summer on initiating the program in the start-up grant.

Richmond City Public Schools pursued three Extended/Enriched School Year grants in FY25. Two awards (one start-up grant for two schools and one planning grant for two schools) were awarded in the first application cycle in August 2025. One award for a charter school was funded in the second application cycle in January 2025. In the 2023-2024 school year, the division started a 200-day calendar at Fairfield Court Elementary and Cardinal Elementary. This revised calendar adds 20 additional school days to the traditional calendar that is utilized at other schools in the division to allow students to get a jumpstart to the school year in July.

Due to the demand within the division to have more schools join the RPS 200 movement, the division developed an application and selection process for additional schools within the division to apply to become RPS 200 schools. In the 2024-2025 school year, RPS piloted two more 200-day calendar programs at Woodville Elementary and Oak Grove-Bellemeade Elementary. The third planning grant application supported Patrick Henry Elementary School of Science and Arts, a charter school within the division. Patrick Henry Elementary was a new grant applicant this year that sought funding to improve their existing year-round school calendar by developing intersession courses that would target support for intervention and provide remediation for students.

(Planning Grants) Woodville Elementary and Oak Grove-Bellemeade Elementary received a planning grant to pilot a 200-day calendar. In this initial year Oak Grove-Bellemeade Elementary reports the following impact data:

- 3% increase in Reading SOL proficiency from the last school year.
- 1% increase in Math SOL proficiency from the last school year.
- **5% increase in Science SOL proficiency from the last school year.**
- **7% decrease in Chronic Absenteeism from the last school year.**

Woodville Elementary reports the following impact data:

- 3% decrease in Reading SOL proficiency from the last school year.
- No change in Math SOL proficiency from the last school year.
- 7% decrease in Science SOL proficiency from the last school year.
- **3% decrease in Chronic Absenteeism from the last school year.**

Patrick Henry Elementary reported the following impact data:

- **15% increase in Reading SOL proficiency from the last school year.**
- **22% increase in Math SOL proficiency from the last school year.**
- **5% decrease in Chronic Absenteeism from the last school year.**

(Start-up Grant) Cardinal Elementary and Fairfield Court Elementary received a start-up grant to continue the 200-day calendar that was started in 2023-2024. Cardinal Elementary reports the following impact data:

- 3% increase in Reading SOL proficiency from the last school year.

- **17% increase in Math SOL proficiency from the last school year.**
- **11% increase in Science SOL proficiency from the last school year.**
- 0.5% decrease in Chronic Absenteeism from the last school year.

Fairfield Court Elementary School reported the following impact data:

- **22% increase in Reading SOL proficiency from the last school year.**
- 1% decrease in Math SOL proficiency from the last school year.
- **25% increase in Science SOL proficiency from the last school year.**

Extended/Enriched School Year – Start-up Grant Programs

Extended/Enriched School Year applications included a combination of summer, intersession, and before/after school programming to provide students with remediation and enrichment opportunities. Start-up grant applications were funded for divisions and/or schools who intended to implement Extended/Enriched School Year programs during the 2025 Fiscal Year. The following divisions reported student achievement metrics for the start-up programs implemented in their divisions.

Loudon County Public Schools applied for grant funding during the first round of funding in August 2024 for one charter school within the division, Middleburg Community Charter School, to focus on providing intersession programs that engage students in exploratory learning with project and place-based learning focused on the core content areas. The plans for each Intersession are established in the summer with instructional focuses on Virginia History, Science and World History. In addition, the funding allowed the school to provide additional academic support through more personnel support and academic resources. Sixty – 70 students (approximately 50% of the student body) participated in the intersessions. Below are additional data provided by the school:

- **82% of MCCS scholars in grades 3-5 scored proficient or advanced on the Reading SOL assessment.**
- **100% of 4th grade scholars scored proficient or advanced on the VA Studies SOL assessment.**
- **100% of the students who scored proficient or advanced on the Virginia studies SOL assessment attended intersessions.**
- **78% of the students in grades 3-5 who attended our weekly intersessions passed the Reading SOL assessments.**

Newport News Public Schools was awarded start-up grant funds during the first round of grant applications in August 2024 to continue implementation of two Extended/Enriched School Year programs within the division at nine schools. WE LEAP targets high school students needing additional academic support. The program helps students catch up on work, strengthen skills, and build confidence. Partnerships with community vendors provide enriching experiences, including hands-on activities and unique field trips that inspire curiosity and support social connections. The second program funded by the Extended/Enriched School Year and Year-Round School grant is Camp ELEVATE, formerly SPARK, which combines academic recovery with hands-on

learning in ELA, math, science, STEAM, and field trips. The summer sessions help students stay on track, reduce summer learning loss, and boost engagement through fun and interactive experiences.

- WE LEAP participants demonstrated measurable progress toward established program goals. Across program sites, between 43% and 64% of students met or exceeded the 60% benchmark cut score in reading, math, and science, with at least one site surpassing the program’s target of 60%. **Additionally, specific sub-groups demonstrated strong performance, with 100% of students in those groups meeting the benchmark.**
- Menchville High School demonstrated significant student engagement and impact through its WE LEAP afterschool and Saturday School programs during the 2024–2025 school year. A total of 128 students participated in these extended learning opportunities. **Using WE LEAP to track Flexible Instructional Time (FIT) data, the school recorded an impressive 10,453 FIT recovery hours, providing students with structured academic support, enrichment, and time to recover credits.** This data highlights how Menchville effectively leveraged out-of-school time programming to strengthen academic achievement and keep students on track for graduation.
- In Summer 2024–25, the division enrolled 53 students in the Elevate Program, designed to provide targeted academic support for students needing to complete coursework to meet graduation requirements. **Of those students, 85% successfully completed their courses and earned a high school diploma on August 5, 2025.** This achievement underscores the program’s effectiveness in providing critical pathways to graduation for students who might not otherwise have met the requirements, demonstrating both the impact of targeted interventions and the division’s commitment to ensuring every student is prepared for postsecondary success.
- Student success specifically for elementary and middle school students will not be recorded and analyzed until the first marking period benchmark assessments that will be conducted in September & October of 2025.

Petersburg City Public Schools was awarded funds during the second round of grant applications in January 2025 to plan and implement two Extended/Enriched School Year programs within the division using start-up funding awarded in the second round of applications in January 2025. This funding will support eight of the schools in the divisions. Seven schools with start-up grant funds and one school with planning grant funds.

- *Full STEAM Ahead* addressed the needs of chronically absent elementary students in grades 4 and 5 at four elementary schools with the goal to improve student performance outcomes in attendance, literacy and science by providing immersive, hands-on STEAM experiences during the summer. After the first summer of implementation, the division saw some chronically absent students show re-engagement throughout the 16-day summer program. 19 chronically absent students attended the 16-day summer program. Eight students showed improved attendance during the program as compared to the traditional school year. Six of the students showed a notable improvement in attendance rate between 81%-88%. The attendance data for the remaining 11 students shows that they were chronically absent, although the data has not been utilized to compare their

attendance between the summer camp and the traditional school year. Three of those students exited to attend another camp. The division is using this information to make revisions to the program as they move forward. Student performance between the pre- and post-assessments were compared to demonstrate growth in science understanding. On the Pre-Test, only 8 out of 35 students (23%) scored between 70–100%, while on the post-test, while on the post-test 17 out of 28 students (61%) scored in this range. On the pre-test, fifteen out of 35 students (43%) scored 69–50%, while 8 out of 28 students (29%) made this score on the post-test. Finally, twelve out of 28 students (43%) scored below 50% on the pre-test and 3 out of 28 students (11%) made this score on the post-test.

- The secondary program addressed the needs for tutoring and intervention plans at three schools serving grades 6-12. The division established systems for selecting student participants, tracking data for each participant, staff training, and family engagement at each site. A tailored tutoring/intervention implementation plan was developed at each school based on school improvement goals, achievement data, and stakeholder feedback. The impact of the intervention for this initial year was measured in the number of students who passed the classes and SOL assessment data. Math and reading saw a decrease in students failing the classes.

Roanoke City Public Schools received a start-up grant funding during the second round of grant applications in January 2025 to support the Extended/Enriched School Year work at eight schools in the division. Roanoke City Public Schools (RCPS) is currently implementing the Students Thriving and Rising (STAR) program, which replaced the RCPS+ program that was previously funded under this grant. The program extends the 2024-2025 school year beyond the traditional calendar to support the needs of a targeted group of students as identified in the Virginia Support Framework School-level Needs Assessment. The STAR program focuses on the following subgroups of students who are in greatest need for academic supports: black students, economically disadvantaged students, students with disabilities, and English Learners. The program serves rising third through eighth grade students. For the targeted students, STAR extends the traditional school year by adding a 16-day summer experience after the school year ends. Additionally, STAR provides focused tutoring during the 2025-2026 school year for this cohort of students with the goal that the students will be able to both thrive and rise ahead academically by the end of the grant period to meet or exceed students in the non-target group. At the summer 2025 STAR program, there was a total enrollment of 1391 students. At the summer 2025 STAR program, there was a total enrollment of 1,391 students. The summer 2025 STAR program had a total enrollment of 1,391 students. The division gathered data in reading and math using the Measures of Academic Program (MAP) screener in Spring 2025 and compared the data to Fall 2025 after the program.

- In math, the national norm on the math MAP screener shows an average RIT (Rasch unIT) score, which is a scoring scale used in the MAP assessment to measure a student's academic performance, declined of -2.813 . In the division, students who did not participate in the STAR program showed less decline than the national norm (-1.952),

but students who participated in the program did not show much of a decline at all in math (-0.255).

- **In reading, the national norm on the reading MAP screener showed an increase by 0.917 in RIT score. In the division, students who did not participate in the summer program still grew more than the national norm (+7.618), but students who did participate on average surpassed that growth (+8.926).**

Waynesboro City Public Schools pursued two Extended/Enriched School Year grants. One start-up grant, which was awarded in the August 2024 grant application cycle, funds four schools with different Extended/Enriched School Year programs. One planning grant award funded the high school during the second round of grant funding in January 2025.

- **Kate Collins Middle School: (Start-up Grant)** The Waynesboro Education Farm (WEF), established in 2019 by Kate Collins Middle School (KCMS), provides a dynamic platform for hands-on, experiential learning through an educational seven garden, greenhouse, outdoor classroom, and kitchen spaces. Designed to produce organic, four-season crops, WEF integrates academic content, workforce readiness, and food access initiatives. Project GROWS continues to partner with our division to develop and lead the summer program with KCMS staff support. Part of this process includes Project GROWS staff assisting KCMS teachers with designing summer and after school learning activities and aligning these lessons to the SOLs. This model serves our students well and also provides professional development for teachers on aligning core academic content in a nontraditional classroom.
 - Students who participated in the 2024-25 Garden Club after school program: **improved an average of 5% on Reading Fall and Spring CIP Growth Assessment and 13% on Math Fall and Spring CIP Growth Assessments. Students who participated in the after-school program also improved 5% on social emotional wellness. Students who participated in the summer Farm camp in 2025, showed also 20% increase on a science and math pre/post assessment.**
- **Wenonah Elementary School (WES): (Start-up Grant)** has continued expanding their instructional program beyond the traditional school day by creating a Science, Technology, Engineering, and Math (STEM) enrichment program, which was planned during the 2022-23 school year using the Extended/Enriched School Year planning grant process. WES utilizes highly engaging STEM education as the primary resource and platform for its after school and summer enrichment program. As a result of this program, the Wenonah community has seen firsthand how participating in highly active, hands-on, and concrete STEM experiences allows students to make connections with academic concepts, one another, our community, and the world around them. Linking these experiences to science, technology, engineering, and math content also builds relevancy, an understanding of science and mathematical concepts, an appreciation for learning, and a commitment to working collaboratively to solve challenges. Wenonah's Extended/Enriched School Year STEM 11 Program provides students with the additional hours of instruction they need to achieve at the same levels as their more affluent peers. This program has strengthened relationships between students and increased parent

engagement which has led to higher levels of attendance and higher levels of student achievement. Embedding a social and emotional curriculum within the Extended/Enriched School Year STEM programs also helps students build the skills necessary for success.

- **During 2024-25, students participated in after school programs throughout the spring semester and during the month of June. The after-school STEM Program at Wenonah began in 2022-23 and includes 65% of students in grades 3-5. Since its inception, science scores are up 33 points and math scores have increased 19 points.**
- **Westwood Hills Elementary School: (Start-up Grant)** The staff, students, and community of Westwood Hills Elementary School (WHES) have expanded their instructional programs beyond the traditional school day by creating a Science, Technology, Engineering, Arts, and Math (STEAM) enrichment program. Planned during the 2023-24 school year with the Extended/Enriched School Year planning grant, WHES established and expanded an extended school year program that takes place after school and during the summer, actively involving students in learning beyond the regular school schedule. The program incorporates a Maker Space model, where students use innovative technology to design and create in various STEAM stations connected to math and science SOLs and real-world purposes. During the pilot program, offered after school and in the summer of 2024, the Westwood Hills community witnessed firsthand how active, hands-on STEAM experiences allowed students to connect with academic concepts, each other, our community, and the world around them. Students explored activities in 3D printing, sewing, vinyl cutting, drone photography, and stop-motion video creation. By linking these experiences to science, technology, engineering, and math content, students developed a deeper understanding of scientific and mathematical concepts, an appreciation for learning, and a commitment to collaborative problem-solving. The program expanded in 2024-25 to include a full musical production, which was entirely produced and designed by students in the Extended/Enriched School Year Program, also known as the Building Brighter Bulldogs Club. Students worked after school throughout the spring to design and create the set, the costumes, the programs, and golden tickets (Willie Wonka was the show). They also set up a Maker Space Market before and after the show to sell and display all their creations throughout the program. The WHES Extended/Enriched School Year Program primarily focuses on math, science, and social emotional wellness and includes 30% of students in Grades 3-5.
 - Students who participate in the Extended/Enriched School Year Program are performing higher on both science and math SOLs than those who do not participate.
- **William Perry Elementary: (Start-up)** William Perry Elementary School (WPES) has expanded their instructional program beyond the traditional school day by creating a Science, Technology, Engineering, and Math (STEM) enrichment program, which was planned during the 2023-24 school year using the Extended/Enriched School Year planning grant process. WPES utilizes highly engaging STEM education as the primary resource and platform for its after school and summer enrichment program. As a result of

this program, the William Perry community has seen firsthand how participating in highly active, hands-on, and concrete STEM experiences allows students to make connections with academic concepts, one another, our community, and the world around them. Linking these experiences to science, technology, engineering, and math content also builds relevancy, an understanding of science and mathematical concepts, an appreciation for learning, and a commitment to working collaboratively to solve challenges. This program has strengthened relationships between students and increased engagement which has led to higher levels of student achievement. Embedding a social and emotional curriculum within the Extended/Enriched School Year STEM programs also helps students build the skills necessary for success. During 2024-25, students participated in after school programs throughout the spring semester and during the month of June. The partnership with JuiceWorks 3D, a local business which specializes in innovation education teaching children and adults to use new technologies for innovation, creation, and invention. This unique partnership centers on utilizing game design principles to foster collaborative innovation and creation. The program ran on Mondays and Wednesdays during the spring semester and throughout the month of June.

Winchester Public Schools received a start-up grant to fund two schools during the second application cycle in January 2025 to jump start an idea that division had to support English Learners (ELs) called the WELCOME program. The division developed a 16-day summer program is currently hosting rising grade 5-8 EL and newcomer students and providing language acquisition support and community building to prepare students for the new 2025-26 school year. Fifty students were invited to participate, and 48 students enrolled in the summer program. Students receive daily, targeted English instruction with an EL teacher. Teachers focused their instruction in the four language domains - listening, speaking, reading, and writing - in English which covers social and academic English language skills. The summer program also serves as an introduction for students to academic content language in Language Arts, Mathematics, Social Studies/History, and Science which will prepare them for their classes in the upcoming school year. Students will participate in six field trips to businesses and organizations in the Winchester community, including Handley Regional Library, Skyline Caverns, John Handley High School and the Emil & Grace Shihadeh Innovation Center, Patsy Cline House, Great Country Farms, and Museum of the Shenandoah Valley. Field trips have oriented students to their new community and fostered relationship building between students, teachers, and the greater Winchester community. Positive Behavioral Interventions and Supports (PBIS) have also been used to provide positive reinforcement and motivation to engage in activities.

Extended/Enriched School Year – Planning Grant Programs

Extended/Enriched School Year planning grant applications were funded for divisions who intended to design, develop and plan for an Extended/Enriched School Year program. Funds could also be used to pilot a shorter program to gauge student, staff, and family interest in participating and supporting the program long term.

Bristol City Public Schools pursued a planning grant in a second round of funding in the January 2025 application to support four schools in the division. The division sought this grant because

participation in the current, traditional Extended/Enriched School Year program has waned. The division is spending funds to engage stakeholders to conduct a needs assessment to identify community and staff needs and concerns with the current model and their stakeholder interests and needs in a revised Extended/Enriched School Year model. Surveys have been conducted by the community partner for educators and families of the school community. Initial data overview summaries of the surveys have been compiled from the 50 educator surveys and 174 family surveys completed. A meeting between division representative and community partner was held to discuss next steps. The community partner is now inviting participants from both groups to participate in focus groups that will further examine the survey responses and clearly define the needs/concerns of the school community regarding BVPS extended school opportunities. Key questions for the focus groups were determined: 1) What would make Extended/Enriched School Year programming meaningful and sustainable to both students and staff? 2) What supports would make it easier for educators to participate in or lead out-of-school programs? 3) What role does hands-on or real-world learning play in helping students overcome academic and attendance challenges? 4) What specific support do students need outside the classroom to boost academic motivation and engagement? The groups will give input that will allow the division to craft a plan aligned with school community needs, wants and concerns.

Charles City Public Schools Charles City Public Schools pursued two Extended/Enriched School Year grants for the first time in FY25.

- A planning grant was awarded for \$100,000 to support two schools. The proposal was funded in the first round of applications in September 2024. In August, the division applied to develop an afterschool STEAM club program at the elementary and high school, including an outdoor education component where students would explore science and math concepts using their outdoor trails and learning spaces and a Lego Robotics Competition Team. In the 2024-2025 school year, the high school and elementary school ordered materials for the Lego Robotics Team to practice and solicited interest from students. In its first year, the high school has 13 participants on the team. As they are preparing for their second year of the program, 23 students have joined to date. The elementary school has encountered a barrier of finding a new advisor for the after-school program after multiple solicitations. The elementary school is planning to update its approach to the grant in the 2025-2026 school year to develop the program as an innovative approach to instructional delivery rather than an Extended/Enriched School Year program. The STEAM clubs at the elementary school have been scheduled and this work is anticipated to begin in the 2025-2026 school year. Students will be working on a sensory garden, as well as other outdoor spaces, to explore hands-on science concepts appropriate for each grade level.
- In January, the division requested a second planning grant. The division decided to extend the program at the elementary school that was started under the round one planning grant to pilot a summer STEAM program that would be an extension of the after-school program and include an academic family engagement component to engage these critical stakeholders in understanding the STEAM program and showcase student work. The elementary school held three family engagement events between February 2025 and July 2025, and they have developed a key partnership with NASA Langley

Research Center. The goal of the parent engagement component was to increase science performance. In the initial year, science pass rates improved for 5th grade students from 42% on the 2024 science SOL to 44% on the 2025 science SOL.

Montgomery County Public Schools was awarded a planning grant for Eastern Montgomery Elementary School during the January 2025 application window to explore how to modify the school calendar to increase student engagement and academic performance. At the time of this report, the school has completed two major milestones:

- Establish a Steering Committee: Recruit and onboard members (school administrators, teachers, parents, community members) to the steering committee.
- Conduct a Needs Assessment: Develop and administer surveys, conduct focus groups, and hold individual interviews with students, parents, and teachers to gather data on student needs and program preferences.

Petersburg City Public Schools was awarded planning grant funds during the second round of grant applications in January 2025 to plan a year-round school at one elementary school in the division. Due to a delay in funding, the division has not yet begun the process of planning this work and will begin in the Fall 2025.

Pulaski County Public Schools applied for the Extended/Enriched School Year and Year-Round School planning grant during the second grant application in January 2025 for seven schools within the division to explore innovative options for adopting a flexible school calendar that would allow time for students to have remediation and enrichment times. Two types of calendars they were specifically exploring were a four-day school week and a year-round school calendar with two-to-three-week intersession periods. The division organized a robust summer program designed to model components of a balanced calendar implementation. They collected feedback surveys from staff, students, and families. The team is planning to visit other school divisions using year-round calendar.

Salem City Public Schools received a planning grant during the second round of funding in January 2025 to support the Extended/Enriched School Year work at six schools within the division to design a data-driven Extended/Enriched School Year program in Salem City that effectively addresses the academic and social-emotional learning needs of English Learners (EL) and Students with Disabilities (SWD). For EL students, the program will focus on improving language proficiency—particularly in speaking and writing—through structured peer interactions, functional language practice, and targeted writing exercises, all guided by the English Language Development Standards. For SWD, the program will provide individualized, evidence-based interventions in reading and math to reinforce progress toward IEP goals and mitigate summer learning loss. The staff will specifically be trained in more collaborative practices to implement inclusive goals in the planning included in the grant. Through tailored instruction, strategic remediation, and enhanced teacher support, this initiative aims to close learning gaps, improve student performance on WIDA and state assessments, and ensure long-term academic success for these growing student populations. At the time of this report, the division has just begun to convene stakeholders to develop the program and conduct the needs assessment at each of the six schools in the application (East Salem Elementary, West Salem

Elementary, G.W. Carver Elementary, South Salem Elementary, Andrew Lewis Middle School, and Salem High School.

Staunton City Public Schools received a planning grant to pilot an Extended/Enriched School Year program at Shelburne Middle School during the second round of grant applications in January 2025. Shelburne Middle School, home of the Highlanders and Highlander cow mascot, plans to introduce a new program “The HERD Huddle.” The intended goals include increasing student achievement, developing a meaningful connection to school, and positively impacting affects towards school and education. In addition to a reading and math academic learning focus, Staunton will partner with On the Road Collaborative for a career development component for the program and utilize outdoor learning experiences to help students both engage in and make meaning through hands-on applications of academics and career. The program provides an intentional extension of instructional hours for a cohort of students requiring additional academic support. The initial planning grant would allow time for the school to plan an extension of the school day from Monday-Thursday for a cohort of students and pilot a shorter 2-day program beginning in the fall of 2025. Once fully implemented, this program could result in approximately 1,100 additional instructional hours or 170 days of instruction – double the amount of time in a typical school year for this cohort of students. This number is beyond the recommended Expanded Instructional Time of Congressional bills HR1636 and S851.

Waynesboro City Public Schools pursued a planning grant for Waynesboro High School during the second round of grant funding in January 2025. As part of the Extended/Enriched School Year planning process, Waynesboro High School conducted a needs assessment to better understand the root causes for the increase in students being off-track for on-time graduation. This assessment uncovered issues with instructional alignment, active student engagement during instruction, and school culture. The division has added two new instructional positions for 2025-26 to help address the instructional gaps. The school improvement process will be focused on tracking student data as it relates to culture and on-time graduation progress. Waynesboro High School also implemented an Extended/Enriched School Year after-school and summer program to reduce the number of students who are currently off track for on-time graduation. The spring pilot program primarily targeted juniors and seniors who were off track. The summer program took place in June and July and targeted students who needed to recover credits and/or pass a SOL test necessary to meet graduation requirements. Thirty-two of 40 (80%) off-track seniors successfully completed the program and graduated on-time. While the number of off-track juniors was not reduced by 70%, 24 of 133 (18%) are now on track. Of the 109 juniors who remain off-track, 25 (23%) need one verified credit to be on-track, 30 need two verified credits (28%), and 54 need three or more (49%). Thirty-eight students enrolled in the summer program and thirty-three (87%) successfully completed it by recovering one or more credits. The 33 participants recovered 41 total credits. Thirty-five students retook a SOL test this summer with 14 of them passing (40%) and 8 more (23%) qualifying for a locally verified credit. The success rate for summer credit recovery was 87% and summer retesting was 63%. Thirteen EL students participated in the EL summer enrichment program and increased 15% on a locally developed English proficiency test. Thirty EL students also participated in a spring after school program on Tues and Thurs afternoons. These students increased their WIDA Access scores, which indicates a student's language proficiency and growth in language acquisition, on average from 2.0 in the 2023-24 school year to 2.3 in the 2024-25 school year.

Divisions Denied Funding

In the first round of funding, four school divisions (Petersburg City Public Schools, Roanoke City Public Schools, Salem City Public Schools, and Winchester Public Schools) did not receive funds for their initial application because the score was below the minimum cut off score or the application was not in full alignment with the requirements for funding. For the second round of funding, five school divisions (Newport News Public Schools, Carroll County Public Schools, Montgomery County Public Schools, Portsmouth Public Schools, Caroline County Public Schools) did not receive funding. Divisions were denied funding for different reasons following a selection committee review.

Caroline County Public Schools submitted a division application for five schools. They were denied funding for the following reasons:

- The proposal did not align with the goals of the grant application program to provide an Extended/Enriched School Year or year-round school program. It was recommended that the division request support from the Department's staffing office or special education office to fulfill this request or work on division-wide solutions.
- The budget proposal requested funding only for full-time staff, which would have been unsustainable long-term following the expiration of this grant funding.

Carroll County Public Schools submitted an application for eight schools in the division. They were denied for the following reasons:

- The divisions application lacked a student achievement goal related to an academic content area and the division's stated need. It was recommended that the division revisit the needs assessment to identify specific targeted academic areas.
- The budget proposal did not clearly specify how the division would use \$82,000 of the requested funds.

Montgomery County Public Schools submitted two applications during FY25. One application for Eastern Montgomery High School was funded in the first round, while continued funding for Shawsville Middle School was denied funding in the second round of applications for the following reasons:

- The initial proposal was submitted after the due date of the first round of funding but was considered in the second round.
- The program goals were unclear and did not align with the proposed implementation of the program.
- The proposal did not provide evidence of innovation to address student's needs and aligned with the goals of a traditional summer school program offered for all students.
- The budget proposal did not clearly specify how the school would use \$130,000 of the requested funds.

Newport News Public Schools submitted a division application in the first round that was partially funded but they were denied funding for the application in the second round to fund nine schools for the following reasons:

- The proposal included goals for student participation and attendance, rather than academic achievement goals. Additionally, the proposal included several programs centered around enrichment that would require a large investment but had not been piloted or presented evidence of student interest in the program. It was recommended that the division narrow the application to one or two programs in the proposal and write the application for a planning grant in the next round to ensure student and staff interest in the program.
- The division had \$1.5 million in carryover funds from FY24, plus an additional \$1,077,179.92 from the first round of funding that the division was working with the Department staff to spend.

Portsmouth County Public Schools submitted a division application on behalf of one school in the division. They were denied funding for the following reason:

- The proposal did not align with the goals of the grant application program to provide an Extended/Enriched School Year or year-round school program. It was recommended that the division request support from the Department's Office of School Quality to develop collaboration between the division and school and leverage their school improvement funding for the request.

All the school divisions that were denied funding had the opportunity to meet with Department staff for feedback on their application, and they were encouraged to apply again for FY26 funding. Some divisions received less funding than requested in the initial application because (1) all requested expenses in the submitted budget workbook were not directly aligned to the proposed Extended/Enriched School Year or year-round program, or (2) funding priority was given to schools that demonstrated the most need.