COMMONWEALTH of VIRGINIA

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The Honorable L. Louise Lucas
Chair, Senate Finance & Appropriations Committee
General Assembly Building; 13th Floor
Richmond, VA 23218

Chair, House Appropriations Committee
General Assembly Building; 12th Floor
Richmond, VA 23218

Dear Chair Lucas and Torian,

Item 124.M (Chapter 725, 2025 Acts of Assembly) appropriates funding from the General Fund for the targeted Extended/Enriched School Year or Year-Round School planning and start-up grants. 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, the Virginia Department of Education (VDOE) 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, contact Dewayne McClary, Deputy Superintendent of Innovation, Student Pathways, and Technology at dewayne.mcclary@doe.virginia.gov.

Sincerely,

Jenna Conway
Superintendent of Public Instruction

JC/DM/cg

CC: The Honorable Dr. Jeffery Smith, Virginia Secretary of Education

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

Chapter 1, 2026 Acts of Assembly, Item 124.M.

Presented to General Assembly Chairs, Senate Finance and Appropriations, and House Appropriations Committee

November 1, 2026

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EXECUTIVE SUMMARY

Pursuant to Item 124.M of the 2026 Appropriation Act, this Annual Report provides updates on the implementation and outcomes of the Targeted Extended/Enriched School Year and Year-Round School Grants. This report consolidates annual division submissions from 19 participating school divisions and provides a comprehensive overview of statewide implementation, funding utilization, student impact, operational challenges, and recommendations for future support.

As directed, this report includes:

1. A statewide summary of division participation;
2. Division progress reports documenting instructional, operational, and program outcomes;
3. A summary of statewide instructional impact; and
4. Identification of implementation challenges and areas for continuing improvement.

The Virginia Department of Education (VDOE) finds that extended and year-round models continue to demonstrate measurable benefits to student engagement, academic performance, attendance, and access to enrichment opportunities. These models provide divisions with expanded instructional time, increased alignment with community needs, and strengthened interventions for targeted groups including English Learners, students with disabilities, economically disadvantaged students, and other students identified through data review.

While impacts varied across divisions, common positive outcomes included improved proficiency in core academic areas, declines in chronic absenteeism, growth in social-emotional development, increased stakeholder engagement, and strengthened community partnerships. Divisions also reported challenges related to staffing, transportation logistics, sustainability planning, resource procurement, and communication with families. Nevertheless, divisions demonstrated effective mitigation strategies and reported strong intent to continue or expand extended learning models.

VDOE remains committed to supporting divisions in the ongoing refinement of extended learning initiatives and will continue developing resources, technical assistance, and statewide evaluation systems to support accountability and long-term sustainability.

PROGRAM OVERVIEW

The Targeted Extended/Enriched School Year and Year-Round School Grants provide financial resources for school divisions to implement extended calendar models, year-round calendars, and targeted intersession or enrichment programs designed to reduce learning loss, expand academic support, and promote student achievement.

Divisions receiving grant funds are required to:

- Develop extended learning models aligned with grant objectives;
- Submit annual progress reports evaluating academic and operational outcomes;
- Apply evaluation tools established by VDOE;
- Demonstrate local match funding, unless exempt; and

- Collaborate with VDOE in determining instructional programming for high-need schools.

DIVISION PARTICIPATION SUMMARY

The following 22 divisions received funding in FY25 and/or FY26 to plan or initiate models allowable under the program. Across all participating divisions, a combination of FY25 and FY26 funds supported planning and start-up activities with a total investment of $12,529,960.46.

In FY25, divisions were granted $4,601,498.46. A number of divisions, such as Pulaski County, Salem City, and Waynesboro County, drew heavily from FY25 resources to launch or expand programmatic efforts.

FY26 divisions were granted at total of $7,763,312. High-population localities such as Albemarle County, Bristol City, and Newport News City accounted for a substantial share of FY26 expenditures, leveraging these funds to advance program readiness and growth.

Division	Type	FY25 Funds	FY26 Funds	Extension Funds	Returned Funds
Albemarle County	Start Up		$1,500,000.00	$1,500,000.00	
Bristol City	Start Up		$1,300,000.00	$1,285,992.72	
Charles City	Start Up	$150,000.00			$73,167.87
Charlottesville City	Start Up		$600,000.00	$600,000.00	
Chesterfield County	Start Up		$130,000.00		$32,864.63
Danville City	Planning	$50,000.00			
Franklin City	Planning/ Start Up	$19,010.70	$300,000.00	$281,591.91	
Hanover County	Planning		$50,000.00		
Hopewell City	Start Up		$400,000.00	$400,000.00	
Loudoun County	Planning		$50,000.00	$50,000.00	
Montgomery County	Planning	$50,000.00			$36,140.00
Newport News City	Start Up	$1,077,179.92	$700,000.00	$298,019.19	$42,888.79
Petersburg City	Planning	$50,000.00			$48,800.00
Pulaski County	Start Up	$350,000.00			

Division	Type	FY25 Funds	FY26 Funds	Extension Funds	Returned Funds
Richmond City	Start Up	$20,375.00	$600,000.00	$600,000.00	
Roanoke City	Start Up	$1,388,038.84	$400,000.00	$400,000.00	$412,438.27
Salem City	Start Up	$300,000.00			
Stafford County	Planning	$50,000.00			$502.00
Staunton City	Planning/ Start Up	$50,000.00	$400,000.00	$305,464.92	
Suffolk City	Start Up		$600,000.00	$545, 729.50	
Waynesboro County	Start Up	$1,046,894.00	$300,000	$270,028.06	
Winchester County	Start Up		$598,462.00	$224,915.57	

SUMMARY OF RESULTS

To inform the following statewide findings, VDOE collected and analyzed data through multiple sources, including division-submitted grant reports, quarterly progress updates, attendance and assessment data, and qualitative feedback from division leaders, program coordinators, and instructional staff. Divisions provided both quantitative indicators (such as student proficiency, attendance patterns, and participation rates) and qualitative descriptions of implementation successes and challenges. VDOE reviewed these data for trends across regions, program models, student groups, and instructional approaches to develop a comprehensive understanding of statewide impact.

Across all participating divisions, extended and enriched learning models contributed positively to student academic achievement, retention of core skills, and student engagement. Divisions implemented a broad range of instructional strategies including project-based learning, targeted tutoring, literacy interventions, credit recovery, Career and Technology (CTE), Science, Technology, Engineering, Arts and Math (STEAM) experiences, and intersession support.

Statewide findings include:

Analysis of Extended/Enriched School Year and Year-Round School initiatives demonstrate clear, measurable impacts on student learning, engagement, attendance, and school–community coordination. These findings are grounded in the review of division grant applications, mid-year and end-of-year reports, technical assistance artifacts, the Statewide Quality Profile (SQP), and the complete set of division-submitted metrics and appendices for FY2025–2026.

Improvements in Academic Proficiency

Across participating divisions, academic gains were demonstrated through SOL assessments, benchmark progress monitoring, and division-specific pre/post assessments. These improvements were most pronounced where programming offered a blend of remediation, enrichment, and hands-on learning.

• Franklin City Public Schools reported significant gains among students attending after-school tutoring and extended Friday enrichment, including an average 23-point increase in reading and 40-point increase in mathematics, with additional gains reflected in +16 points on Reading SOL performance and +6 points in Algebra.

• Chesterfield County (Bellwood ES) documented that 63% of students who attended at least half of intersession days either passed or showed growth on the Reading SOL.

• Hopewell City Public Schools observed school-wide increases of at least 10% in science and history proficiency in multiple schools, accompanied by year-to-year upward trends in core content performance.

• Pulaski County (Camp Ignite) demonstrated high engagement and academic benefit, with 85% of participating students meeting growth indicators through project-based learning demonstrations, teacher assessments, and structured performance tasks.

Gains Among English Learners

Divisions implementing targeted EL supports—such as language-rich intersessions, field-based learning experiences, and explicit WIDA-aligned interventions—reported accelerated progress.

• Chesterfield County reported that 76% of English Learners participating in at least 11 days of intersession demonstrated 10% or more growth on the WIDA assessment, exceeding the original performance target.

• Richmond City (Oak Grove–Bellemeade) documented major increases in EL subgroup achievement, with math proficiency more than doubling from 27% to 58% and reading proficiency rising from 29% to 44%.

• Hanover County Public Schools showed substantial growth through experiential ESOL programming, including a tenfold increase in students' understanding of biological adaptations and a doubling of content knowledge in plate tectonics after immersive instructional activities.

Decreases in Chronic Absenteeism

Divisions that incorporated consistent attendance monitoring and regularly scheduled intersessions saw meaningful decreases in chronic absenteeism.

• Chesterfield County (Bellwood ES) reduced chronic absenteeism from 15% to 12.5%, meeting its objective for the year.

• Franklin City Public Schools reported a 10% decline in chronic absenteeism among students who participated in extended learning opportunities.

• Hopewell City Public Schools recorded 10%+ increases in intersession attendance across multiple schools, signaling stronger student connection to school settings.

• Newport News Public Schools (Camp ELEVATE) experienced a 9% increase in elementary attendance, and middle school participation more than doubled following the adoption of an electronic registration system.

Increased Student Engagement and Confidence

Hands-on, experiential learning models—particularly those emphasizing project-based learning, field experiences, STEM activities, and arts integration—led to measurable increases in student engagement, motivation, and confidence.

• In Pulaski County, student surveys showed that 94.7% of Grades 1–2 students enjoyed hands-on creation projects, 90.6% of Grades 3–8 students enjoyed learning through hands-on activities, and 88.2% reported that "learning was more fun." Teacher feedback confirmed growth in students' confidence, collaboration, problem-solving, and creativity.

• Hanover County's ESOL field-experience model demonstrated that students not only retained content knowledge at high levels but also reported increased enjoyment and engagement through real-world learning experiences.

• Hopewell's Balanced Calendar provided more than 4,500 intersession registrations, offering extensive, diverse learning experiences ranging from academic remediation to theater production, music, environmental science, and college/career exploration.

Strengthened Community and University Partnerships

Divisions reported expanded collaboration with local organizations, universities, nonprofits, and business partners, resulting in enhanced instructional programming and real-world exposure for students.

• Albemarle County Public Schools, in partnership with the University of Virginia, delivered a research-backed middle-to-college pipeline model grounded in mentorship, tutoring, and community-based career exploration.

• Pulaski County partnered with Parks & Recreation, the Sheriff's Office, local farms, theaters, and STEM organizations to support a deeply integrated hands-on learning model.

• Hopewell City Public Schools developed more than 250 teacher-designed intersession courses, many co-taught with community partners ranging from small businesses to nonprofits and museums.

• Roanoke City Public Schools (STAR Program) collaborated with local colleges, businesses, and civic organizations to provide enriched academic and experiential learning opportunities for over 4,700 students.

Operational Improvements Across Divisions

As divisions continued to implement extended learning models, many reported significant operational enhancements related to transportation, meal distribution, staffing, and scheduling.

• Chesterfield County reported its "best transportation year to date" for intersession programming, with improved route reliability and fewer service disruptions.

• Bristol City successfully managed increased field-based programming through coordinated cafeteria and transportation scheduling.

• Newport News streamlined registration and communication through a new electronic platform, resulting in improved enrollment accuracy and operational efficiency.

• Hopewell strengthened route-planning systems for six intersession periods, reduced staffing bottlenecks, and implemented improved digital tools for course management and family communication.

VDOE will also strengthen internal structures and support to more effectively assist divisions in navigating these challenges and implementing recommended improvements.

CHALLENGES

- Recruiting and retaining qualified instructional and support staff;
- Transportation logistics, especially during field trips and centralized programming;
- Sustaining funding levels for long-term program viability;
- Communicating expectations and schedules to families in diverse communities;
- Aligning extended learning with existing school calendars and district operations;
- Ensuring consistent program data collection and evaluation.

RECOMMENDATIONS

The General Assembly may consider strengthening budget language to require school divisions to complete a planning-grant phase prior to receiving start-up funding. This would ensure divisions conduct comprehensive data analysis, community engagement, operational planning, and review of SPSF indicators before implementation.

Legislation could clarify that extended/enriched and year-round grants are intended for start-up only, with sustainability shifting to local divisions after the state investment period. Statutory language could require multi-year sustainability plans from grantees to ensure long-term feasibility.

Given evolving implementation models and new accountability frameworks (the School Performance and Support Framework, or SPSF)VDOE is working, in coordination with the new senior advisory for school improvement, to determine mechanisms to ensure that funding distributions are being maximized to positively impact student outcomes.

Appendix A. Academic Proficiency Measures

Division	Assessed	Measure	Reported Outcome
Franklin City (plan)	Various	Pre/post tutoring assessment	+23 pts reading; +40 pts math gains among after-school tutoring participants
Franklin City (start up)	HS	SOL assessments	+16 pts Reading SOL; +6 pts Algebra SOL
Chesterfield	Grades 3–5	SOL assessments	63% of students attending ≥ 11 intersession days passed or showed growth on Reading SOL
Hopewell City	Multiple schools	SOL proficiency	At least +10% in science or history in identified schools
Pulaski County	Grades 1–8	PBL rubrics + teacher assessments	~85% of students met division-defined growth indicators
Newport News	Elem & MS	BOY vs. EOY	Participation increase; outcome data pending BOY assessments
Roanoke City	Elem & MS	SOL/benchmark performance	Reported limited gains in reading; small increases in math

Appendix B. English Learner (EL) Progress Measures

Division	Measure	Reported Outcome
Chesterfield	WIDA growth	76% of ELs participating ≥ 11 days demonstrated ≥ 10% growth
Richmond City	SOL proficiency	EL Math: 27% → 58%; EL Reading: 29% → 44%
Hanover County	Pre/post science concept assessments	Adaptations knowledge increased ~10×; plate tectonics understanding doubled
Albemarle County	Longitudinal survey data	Preliminary EL confidence and support indicators reported (qualitative)

Appendix C. Attendance & Chronic Absenteeism Measures

Division	Measure	Reported Outcome
Chesterfield	Chronic absenteeism	15% → 12.5%
Franklin City	Chronic absenteeism	~10% decline among extended-year participants
Hopewell City	Intersession attendance	≥ 10% increases in multiple schools
Newport News	Summer attendance	+9% elementary; MS participation more than doubled
Pulaski County	Daily attendance	Enrollment at capacity; daily attendance varied
Roanoke City	Program attendance	Higher after-school attendance vs. Saturday; summer decline over weeks

Appendix D. Student Engagement & Participation Measures

Division	Assessed	Measure	Reported Outcome
Pulaski County	Grades 1–2	Enjoyed hands-on learning	94.7%
Pulaski County	Grades 3–8	Reported learning was enjoyable	88.2%
Pulaski County	Parents	Reported program engaging	97.7%
Pulaski County	Teachers	Reported meaningful learning occurred	100%
Hanover County	ESOL students	Content knowledge change	Increases observed via pre/post measures
Hopewell City	PK–12	Participation volume	4,513 intersession registrations

Appendix E. Community, University, and Organizational Partnerships

Division	Partner(s)	Reported Outcome
Albemarle County	UVA; community organizations	Career pathways programming; tutoring and mentoring
Pulaski County	Sheriff's Office, Parks & Rec, Barter Theatre, farms	Experiential learning; field experiences
Hopewell City	Local nonprofits, businesses, individuals	Co-developed/co-taught intersession courses
Roanoke City	Local colleges, universities, civic groups	Academic and enrichment support
Hanover County	Science museums, local centers	Field-based instructional support

Appendix F. Operational Measures

Division	Operational Area	Reported Outcome
Chesterfield County	Transportation	Improved reliability for intersession routes
Bristol City	Nutrition services	Meal coordination for field-heavy programs
Newport News	Registration processes	Electronic registration increased accuracy and participation
Hopewell City	Program operations	Route-planning updates; staffing workflow changes; digital catalog improvements
Pulaski County	Scheduling & staffing	Full-day operation coordinated across departments
Roanoke City	Extended programming	After-school participation higher than Saturday; transportation provided

APPENDIX G: DIVISION BY DIVISION SUMMARIES

ALBEMARLE COUNTY

Albemarle County implemented Starr Hill Pathways, a multidisciplinary extended learning model integrating academic support, mentoring, social-emotional development, and college and career exploration. The program emphasized hands-on learning and collaboration through partnerships with local organizations and higher education institutions. Students demonstrated increased engagement, improved academic confidence, and deeper awareness of postsecondary options. Educators reported that the extended instructional time helped strengthen foundational literacy and numeracy skills while broadening students' exposure to future pathways.

BRISTOL CITY

Bristol City delivered a combination of academic and enrichment camps with diverse thematic units such as gardening, investigative science, graphic novel creation, and outdoor exploration. The program incorporated both remediation and hands-on learning to support student curiosity and foundational academic skill development. The division reported strong attendance, increased student interest in project-based learning, and measurable gains in reading and mathematics. Bristol identified transportation, staffing, and material coordination as challenges but resolved them through improved scheduling and operational adjustments.

CHARLES CITY

Charles City implemented STEAM-focused enrichment programs, including Saturday sessions and interdisciplinary clubs designed to expand academic skills and expose students to hands-on science and engineering experiences. Family engagement activities were central to the program and helped strengthen home-school connections. Students displayed strong participation and enthusiasm especially on the trip to the science museum in Richmond City, and the division observed increased academic confidence and foundational skills among participating learners. Staffing limitations remained a challenge due to the small size of the division, but collaboration across grade levels reduced operational barriers.

CHARLOTTESVILLE CITY

Charlottesville City Public Schools operated extended learning opportunities that emphasized literacy intervention, social-emotional skill development, and experiential learning partnerships with community agencies. The program often focused on culturally responsive learning, tutoring, career exploration, college prep guidance, and summer enrichment opportunities designed to reduce learning loss. Students benefited from targeted small-group instruction and interactive enrichment experiences, resulting in improvements in reading proficiency, attendance, and student engagement. Educators noted increased family participation and strengthened coordination with local organizations supporting student wellness.

CHESTERFIELD COUNTY

Chesterfield County provided extended year programming at Bellwood Elementary School, including intersession experiences, English Language Learner (ELL) supports, and targeted academic interventions. The model aimed to reduce chronic absenteeism and support students at

risk of learning loss. The school reported declines in absenteeism, improved WIDA proficiency gains for English Learners, and positive student engagement trends. Challenges related to districtwide professional development scheduling and payroll processing affected program implementation but were mitigated through clearer communication and revised processes.

DANVILLE CITY

Danville Public Schools completed a structured planning year to explore a potential year-round calendar at E.A. Gibson Elementary School. Stakeholder listening sessions, surveys, and division visits informed the proposed model, with an emphasis on reducing learning gaps and improving continuity of instruction. While implementation has not yet begun, the planning process produced clear insights into operational needs including transportation, childcare partnerships, building scheduling, and family communication. The division is positioned to refine its extended learning framework in future grant cycles.

FRANKLIN CITY

Franklin City Public Schools implemented a comprehensive extended year model incorporating tutoring, Friday enrichment, summer programs, credit recovery, CTE certifications, and targeted reading and math interventions. High school students also benefited from expanded access to dual enrollment and workforce-aligned coursework. The division saw substantial gains, including significant increases in reading and math proficiency, improved attendance, reduced chronic absenteeism, and restored academic confidence for many students. Transportation logistics and staffing consistency remained challenges but did not hinder overall program success.

HANOVER COUNTY

Hanover County Public Schools used its planning grant to develop hands-on science programming for English Learners, integrating language acquisition with interactive scientific exploration. The program included professional learning and collaboration among English for Speakers of Other Languages (ESOL) teachers and content specialists. Students demonstrated marked improvements in comprehension and vocabulary as a result of active learning. Teacher feedback indicated that the integrated approach strengthened instructional alignment and positively supported Hanover's broader ESOL initiatives.

HOPEWELL CITY

Hopewell City Public Schools continued operation of its division wide balanced calendar model, offering six weeks of intersession programming per year. Students participated in targeted remediation, enrichment, field trips, and hands-on learning in structured intersession blocks. Participation increased across all grade levels, with families reporting improved access to food security, academic support, and social-emotional opportunities during intersession periods. The division noted that long-term sustainability remains dependent on continued external funding.

LOUDOUN COUNTY

Loudoun County implemented its planning grant to develop afterschool clubs aimed at strengthening language acquisition and social-emotional development for English Learners. The

division identified school sites, established club structures, and prepared instructional resources. Implementation was delayed due to internal budget and coding constraints, but interest among participating schools remained high. Loudoun expects to launch the program once financial procedures are fully resolved.

MONTGOMERY COUNTY

Montgomery County Public Schools developed "Learning That Grows," a four-week summer instructional model that integrates literacy, math, CTE exploration, and community partnerships. Planning included stakeholder feedback and logistical coordination to ensure equitable access. The division reported strong support from families and staff, effective collaboration with community organizations, and clear alignment with workforce readiness goals. As implementation continues, Montgomery anticipates positive gains in student engagement and foundational academic skills.

NEWPORT NEWS CITY

Newport News Public Schools implemented Camp ELEVATE, a division wide summer program integrating literacy, math, science, social-emotional learning, and enrichment. Schools offered hands-on projects, field experiences, and targeted interventions aligned with student needs. Participation increased significantly across elementary and middle schools, supported by streamlined electronic registration. Teachers observed strong student engagement, and final academic outcomes will be reported once full assessment data is available.

PETERSBURG CITY

Petersburg City Public Schools planned on implementing extended learning initiatives focused on reducing chronic absenteeism and providing wraparound supports.

PULASKI COUNTY

Pulaski County Public Schools implemented Camp Ignite, a two-week extended year program featuring project-based learning, swimming instruction, clubs, field experiences, and academic support. Teachers engaged in extensive PD prior to implementation, ensuring instructional consistency. Students reported increased confidence, creativity, collaboration, and engagement because they attend the program at the school they will be attending the next year. Project based learning was the design model which proved to increase student positive outcomes in learning something new. Parent and teacher surveys reflected strong program satisfaction, and transportation and operational systems were refined throughout implementation to support full-day programming.

RICHMOND CITY

Richmond Public Schools continued implementation of the RPS 200 extended school year model at Woodville and Oak Grove–Bellemeade Elementary Schools. The program emphasized early literacy and mathematics interventions, inquiry-based science instruction, and chronic absenteeism reduction. Schools reported increases in SOL proficiency for multiple student subgroups, including English Learners and students with disabilities. Families reported improved

comfort with the extended calendar model, and the division plans to sustain the initiative with continued grant and private funding.

ROANOKE CITY

Roanoke City Public Schools implemented the STAR Program, combining after-school tutoring, Saturday sessions, and summer programming for students identified through academic data review. The program included professional learning, administrative support, and community partnerships. Students received targeted interventions aligned to literacy and mathematics skill gaps. Attendance was stronger in after-school tutoring than Saturday programming, and the division is refining logistics and communication practices to increase participation and effectiveness.

SALEM CITY

Salem City Schools used planning and start-up funds to expand teacher training in English Language Development Standards (ELDS), assistive technology, and micro-credential development. These exemplars formed the instructional foundation for upcoming ESY sessions. Educators reported increased preparedness and improved consistency in planning for English Learners and students with disabilities. Family engagement activities also strengthened community connections and improved readiness for future implementation phases.

STAFFORD COUNTY

Stafford County Public Schools used its planning grant to develop an in-depth needs assessment and gap analysis designed to guide a future division wide extended learning model. The initiative focused on chronic absenteeism reduction and equitable access to extended learning. Due to staffing turnover, data collection was delayed but foundational planning work was completed. The division intends to use its findings to seek implementation funding for expanded attendance and academic support programming.

STAUNTON CITY

Staunton City Public Schools implemented an extended learning program at Shelburne Middle School emphasizing academic support, career exploration, outdoor learning, and community partnerships. Students engaged in structured tutoring and interdisciplinary enrichment. Results showed strong gains in reading, mathematics, and science, especially among students with disabilities and English Learners. Attendance improved, student leadership increased, and the program became strongly supported by families and local partners. Staunton City intends to continue refining the program.

SUFFOLK CITY

Suffolk Public Schools prepared for implementation of the middle-school STEM Identification program using Project Lead the Way (PLTW) Gateway curriculum. Planning focused on workforce alignment, project-based learning, and equitable access to STEM experiences.

The division anticipates strong academic and career-readiness outcomes once implementation begins in 2026–2027. Early planning has resulted in strong stakeholder engagement and a clear phased model for future scaling across grade levels.

WAYNESBORO COUNTY

Waynesboro Public Schools implemented extended learning models across elementary and secondary schools, focusing on sustainability, food security partnerships, STEM experiences, gardening, and workforce-aligned hands-on projects. Students demonstrated increased academic engagement, improved attendance, and positive social-emotional growth. Community partnerships expanded significantly, resulting in stronger family participation and enhanced enrichment opportunities.

WINCHESTER COUNTY

Winchester Public Schools expanded CTE access through renovation of the Emil and Grace Shihadeh Innovation Center, supported by extended learning principles and partnerships. Programs emphasized skilled trades, STEM-H fields, and hands-on career exploration. Student interest in career pathways increased, and participation in technical programs improved following expansion of instructional space. The division reported strengthened alignment with workforce needs and increased student readiness for postsecondary pathways.