



## SUBMISSION FORM

All submission forms must include the following information. Separate submission forms must be turned in for each eligible program. **Deadline: July 1, 2024.** Please include this submission form with the electronic entry. If you do not receive an email confirming receipt of your entry within 3 days of submission, please contact [Gage Harter](#).

### PROGRAM INFORMATION

County: County of Henrico  
Program Title: Expanded ESL Summer Academy  
Program Category: Health & Human Services

### CONTACT INFORMATION

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### SIGNATURE OF COUNTY ADMINISTRATOR OR DEPUTY/ASSISTANT COUNTY ADMINISTRATOR

Name: Monica Smith-Callahan  
Title: Deputy County Manager for Community Affairs  
Signature: *M. Callahan*

## **Program Overview**

In response to a rapidly rising population of English-learners and due to the impacts of COVID-19 learning loss, the Henrico County Public Schools Language Instruction Education Program Department launched a new summer program for newcomer English-learners in all grades. From the 2019-20 school year to the 2021-22 school year, the population of English-learners grew from 3,312 English-learner students (out of a total student population of nearly 50,000) to 4,595, while the total population remained the same. Many of these newly arrived students came from countries dealing with extreme poverty or civil unrest. The summer program was extended, both in the length of the day and the number of weeks, to meet the unique needs of this population. The extended-day program was staffed with licensed educators offering English-learner students the opportunity to learn English through scaffolded academic content instruction and enrichment classes, including physical education, music, art and technology. Participating students showed great improvement in both English development and readiness for schools in the U.S.

## **Problem/Challenge/Situation Faced by Locality**

The negative effects of virtual learning disproportionately affected English-learners. With the challenge of language barriers, difficulty navigating technology and shortened school hours, English-learners experienced significant learning loss. An extended summer learning program not only bridged the gap with language-building, literacy skills and academic language but enabled students to engage in language-rich, hands-on learning activities to ensure student needs were met in all areas through social and emotional learning, problem-solving, skill development and technology development. Often, high school students who enroll in the U.S. for the first time are behind in credits and struggle to earn academic credits while also learning English. This program addressed the problem by offering them the chance to earn a high school credit toward graduation.

### **How Program Fulfilled Awards Criteria**

The ESL Summer Academy program advances the academic and social success of some of the most vulnerable students in our division. The innovative program addresses the unique needs of our English-learners in a safe, welcoming and equitable environment. By giving newcomers the opportunity to participate in an extended-day summer program, their academic English proficiency is increased. Licensed educators with advanced training in working with English-learners introduce students to common academic concepts and vocabulary in a welcoming and low-stress environment. Enrichment classes are taught by educators from the areas of music, art and physical education who also took part in training to prepare them to be ready to meet the academic needs of English-learners. Students acquired significant amounts of English (based on the results of the pre- and post-tests). Some high school students were able to earn credits toward graduation. The program was even featured by multiple local news media, in print and on TV.

### **How Program Was Carried Out**

By providing ESL Summer Enrichment Academy to Level 1 English-learner students using language-rich resource materials, integrating academic vocabulary and leveled literacy through all content areas as well as through enrichment activities in the arts, design process and innovative technology, students would learn how to navigate U.S. schools as well as have a head start in content of the next grade level.

A previous version of an ESL Summer Enrichment program was held for four weeks, for only four hours per day. In the summer of 2022, the Language Instruction Education Program team was able to expand ESL Summer Academy programming because of federal ESSER pandemic grant funding from Henrico County Public Schools. The new program extended the instructional day to 6.5 hours and increased the duration to five weeks, equating to 32 additional hours of instruction while offering free breakfast, lunch and transportation. Under the provisions of the program, all

English-learner students of Level-1 proficiency, who had been enrolled in U.S. schools for less than 10 months were eligible to attend.

In the previous shorter summer program version, students who participated engaged in some literacy and math instruction. The objective of the current program is to ensure that newly arrived immigrant and refugee multilingual students can engage in a full-day program to be better prepared for the coming school year. The current program model enables ESL teachers to use language-rich resources to integrate academic vocabulary and literacy specific to all content areas. With additional funds provided by the federal grant, students are also exposed to elective courses including art, music, innovative technology and physical education. The elementary program focuses on school features and routines that are important for our younger learners to feel comfortable in the school environment. The secondary program focuses on academic and career readiness. Both programs incorporate social and emotional learning and community-building activities to engage students with the culture of American schools.

This new summer enrichment program was enabled as a result of federal ESSER pandemic grant funding through Henrico County Public Schools. While the program began in the summer of 2022, it continues as an annual summer enrichment program. The federal grant funding made it possible not only for staff to be hired for the additional hours, but also for new staff to be hired such as art, music, P.E. and STEAM teachers. Additionally, the funding supported the purchase of new literacy materials, STEAM materials, hands-on materials such as “coding Legos” and art supplies. The grant funding application was in January 2022 and the program began in June 2022. Based on observations from the first summer session, changes were made for the summer of 2023. Success continues to be evaluated and improvements are made each summer to ensure the success of all students who attend.

The current program offers many benefits to both students and families. Housing elementary and secondary programs together in the same building allows families to send their students to school together. For some families with younger children, this eliminates the need for child care or additional transportation to and from the bus stop. All students benefit from new literacy materials, STEAM materials, art supplies and hands-on resources like coding Legos. High school students also benefit from the opportunity to earn credit toward graduation.

**Financing and Staffing**

The cost of this program includes staffing and materials. It should be noted that the cost of transportation and school nutrition is not included in the implementation below as these were costs that were already included as part of summer school, which was open to all students.

**Staffing Costs**

Staff	Days	Hours Per Day	Total Hours	HCPS Pay	Grant Pay	# of Staff	Total Grant Pay	Pay Rate
<b>Elementary Teacher</b>	19	7	133	93.5 hours = 4037.33 per teacher (5.5 hours/day for 17 days)	39.5 hours = 1705.61/pe r person	6	\$10,233.66	\$43.18
<b>Secondary Teacher</b>	19	7	133	126.5 hours = 5459.74 per person (5.5 hours/day for 23 days)	6.5 hours = 280.54/per person	5*	\$1,122.16	\$43.18
<b>P.E.</b>	19	7	133	0	133 hours	1	\$5,742.94	\$43.18

					= 5742.94			
<b>Music</b>	19	7	133	0	133 hours = 5742.94	1	\$5,742.94	\$43.18
<b>Art</b>	19	7	133	0	133 hours = 5742.94	1	\$5,742.94	\$43.18
<b>Library</b>	19	7	133	0	133 hours = 5742.94	1	\$5,742.94	\$43.18
<b>Library Asst.</b>	18	6	108	0	1826.28	1	\$1,826.28	\$16.91
<b>STEAM Teacher</b>	19	7	133	0	133 hours = 5742.94	1	\$5,742.94	\$43.18
<b>Student Assistants</b>	18 *	7	128	101 hours = 1519.04 per person	27 hours = 406.08/pers on	5	\$2,030.40	\$15.04
<b>Instructional Assistant</b>	18	7	126	2232.72		1	\$0.00	\$17.72
<b>Nurse</b>	19	7	133		133 hours =5108.53	1	\$5,108.53	\$38.41
							\$49,035.73	

Materials Costs

Consumables (Repeating Cost)		
Elementary	STEAM and art supplies	\$2,500
Secondary	STEAM and art supplies	\$2,500
K-12	Office supplies and school supplies	\$2,000

Resources		
K-12	Newsela leveled articles for all core-content areas and English-learner. This will then be used in K-12 across the division for ESL students, along with all other students. *annual price - repeating cost	\$325,000
Elementary	Virginia elementary maps pack (digital, but can be printed up to 11x17)-eMap Shop *aligns with Secondary maps that are already in place - Maps PK - 5 (Maps include world, states, localities) (one time purchase)	\$40,000
	Lego Spike Essentials (72 kits @ \$275) (one time purchase)	\$19,800
	Lego Storytellers (72 kits @ \$135) (one time purchase)	\$ 9,720
	Lego Brick Cubes (72 kits @\$100) (one time purchase)	\$ 7,200
	Scholastic Short Reads (A-I Kit @\$1650, J-Q Kit @ \$1441.95 - 10 kits) (one time purchase)	\$30,091.95
Secondary	Lego Spike Prime (72 kits @ \$340) (one time purchase)	\$24,480
	Lego Brick Cubes (72 kits @ \$100) (one time purchase)	\$ 7,200
	System 44 - Student Edition Digital and Print Resources (325 @\$199 per student) ((repeating purchase)	\$64,874
	System 44 - Teacher Edition (12 @ \$4499) (one time purchase)	\$53, 988

### Program Results

This program has been highly successful and we will continue implementing changes each year to ensure even greater success. Over the past two summers, 300 newcomer students, ranging

from rising first grade to rising 12th grade, participated in this new summer program. Teachers reported that students who attended the summer program were far more prepared than students who had not attended and been in the U.S. for the same time. Often, students who participated in the program were moved into a higher-level ESL class following their participation in ESL Summer Enrichment. Having more literacy skills and English vocabulary, summer enrichment participants were more confident when beginning the new school year. Participating students were also able to better navigate their new school: transportation, lunch routines, class changes and general school procedures.

Additionally, in the second year of the program, high school-age students who attended were able to receive credit from the U.S. Government class toward graduation. Twenty students received this credit when they otherwise would not have had the opportunity. In the elementary program, students took a pre-and post-test. This assessed their knowledge of letters, numbers, colors and other basic information in English. The average increase in scores from the pre- to post-test was 24%.

### **Brief Summary**

The negative effects of virtual learning disproportionately affected English-learners. With the challenge of language barriers, difficulty navigating technology and shortened school hours, English-learners experienced significant learning loss. An extended summer learning program not only bridged the gap with language-building, literacy skills and academic language but enabled students to engage in language-rich, hands-on learning activities to ensure student needs were met in all areas through social and emotional learning, problem-solving, skill development and technology development. The ESL Summer Academy program advances the academic and social success of some of the most vulnerable students in our division. The innovative program addresses the unique needs of our English-learners in a safe, welcoming and equitable environment. By giving newcomers the opportunity to participate in an extended-day summer



program, their academic English proficiency is increased. Licensed educators with advanced training in working with English-learners introduce students to common academic concepts and vocabulary in a welcoming and low-stress environment. Enrichment classes are taught by educators from the areas of music, art and physical education who also took part in training to prepare them to be ready to meet the academic needs of English-learners. Over the past two summers, 300 newcomer students, ranging from rising first grade to rising 12th grade, participated in this new summer program. Teachers reported that students who attended the summer program were far more prepared than students who had not attended and been in the U.S. for the same time. Often, students who participated in the program were moved into a higher-level ESL class following their participation in ESL Summer Enrichment. Having more literacy skills and English vocabulary, summer enrichment participants were more confident when beginning the new school year. Participating students were also able to better navigate their new school: transportation, lunch routines, class changes and general school procedures.

## Expanded ESL Summer Academy Supplemental Material

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