COMMONWEALTH of VIRGINIA

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November 26, 2024

The Honorable Glenn A. Youngkin
Governor of Virginia
Patrick Henry Building, Third Floor
1111 East Broad Street
Richmond, Virginia 23219

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

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

Dear Governor Youngkin, Chair Lucas, and Chair Torian:

Please accept the Virginia Board of Education's report on the lab school sustainability efforts, as required by Item 125 B.31.c. (Special Session I, 2024):

> "c. College partnership laboratory schools shall (i) reach financial sustainability by the end of their initial approval period as defined in § 22.1-349.8 of the Code of Virginia such that no additional state funding other than state funds received by a school division in support of Direct Aid for Public Education is required to support ongoing operations after the first contract renewal, and (ii) submit supporting information to the Board of Education demonstrating progress toward financial sustainability. The Board of Education shall report annually by November 1 to the Governor and Chairs of the House Appropriations and Senate Finance and Appropriations Committees on progress of college laboratory schools in meeting this financial sustainability requirement."

If you have additional questions, please contact Em Cooper, Deputy Superintendent, Teaching and Learning, at (804) 837-2153 or em.cooper@doe.virginia.gov.

Sincerely,

Grace Turner Creasey

Grace Turner Creasey, M.Ed., President

Enclosure

VIRGINIA COLLEGE PARTNERSHIP LAB SCHOOLS SUSTAINABILITY UPDATE

Appropriation Act - Item 125 B.31.c. (Special Session I, 2024)

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BACKGROUND

The College Partnership Laboratory Schools Fund (Fund), set out in § 22.1-349.2 of the *Code of Virginia*, was first established in 2010 for the purpose of establishing and supporting College Partnership Laboratory Schools.

Pursuant to § 22.1-349.1(A) of the Code of Virginia, as amended by Chapter 2 of the 2022 Acts of Assembly, Special Session I, a "College Partnership Laboratory School" (or Lab School) means a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education, public higher education center, institute, or authority; or an eligible private institution of higher education as defined in § 23.1-628 related to the Tuition Assistance Grant Program.

Lab Schools, as defined in § 22.1-349.1(B) of the *Code of Virginia*, are designed to:

- Stimulate innovative programs in preschool through Grade 12;
- Provide opportunities for innovation in instruction and assessment;
- Provide teachers with an avenue for delivering innovative instruction and school scheduling, management, and structure;
- Encourage performance-based educational programs;
- Establish high standards for both teachers and administrators;
- Encourage greater collaboration between pre-kindergarten and postsecondary program providers; and
- Develop model programs.

Lab Schools equip students with the skills and credentials essential for success in today's high-demand fields, directly strengthening Virginia's workforce economy. By aligning with the Virginia School Performance and Support Framework, these schools are preparing students for post-secondary life and ensuring they enter the job market ready to thrive in industries critical to the state's economic future. Lab Schools serve as innovation hubs for regional workforce development, creating tailored programs in partnership with local industries and employers to address specific workforce demands across the Commonwealth, and models for learning about instructional practices that can influence better outcomes for all Virginia students. Launching these innovative schools provides Virginia with a unique opportunity to bridge K-12 and higher education making learning more relevant and college and career goals more realistic for students. With access to world-class labs and state-of-the-art research facilities, students develop relationships with faculty and employers who are both teachers and mentors to create greater clarity on pathways for life after high school. For families, these schools remove access, opportunity, and financial barriers for their child to pursue their hopes and dreams after graduation.

During its 2022 Session, the General Assembly appropriated $100,000,000 to the Fund. The Virginia Board of Education (Board) was authorized to award up to $5,000,000 for planning grants to entities pursuing the creation of new Lab Schools and up to $20,000,000 for initial start-up cost funding grants (Start-Up Grants) for entities approved by the Board and awarded a

contract to create a new lab school. Additionally, the Board was to distribute the remaining balance ($75,000,000 or more) in per-pupil operating funding grants (Per-Pupil Funding Operating Grants) from the Fund for entities with approved Lab Schools.

Section 22.1-349.2 of the *Code of Virginia* and Item 137.C.44 of the 2022 Appropriation Act directed the Board to establish criteria and guidelines for the distribution and award of monies from the Fund prior to disbursement. From that point forward, school divisions, community partners, institutions of higher education (IHE), and industry partners embarked on nearly two years of strategic and collaborative planning to bring Lab Schools to life in their communities. This period of strategic planning included intentional conversations with all stakeholders including opportunities for parental input and technical assistance by the Virginia Department of Education (VDOE).

After applicants finalized their planning process, their application went through a rigorous evaluation process. First, a VDOE team of subject matter experts provided multiple rounds of feedback. Next, applicants presented their school to the Lab School Standing Committee (a subcommittee of the Board); and then, if recommended by the Lab School Standing Committee, applicants were invited to present to the Board and field questions as part of the thorough evaluation for approval. The Board then voted to authorize the approval of the Lab School. The Board will regularly monitor implementation progress, academic performance, operational compliance, and fiscal stewardship and stability.

The Virginia General Assembly approved an amendment to the 2022-2024 biennial budget ("Caboose Budget"), which was signed by the Governor, that became Chapter 1 of the 2024 Acts of Assembly Special Session I and took effect on May 13, 2024. Budget language was modified to state that notwithstanding the provisions of subsection A of § 22.1-349.1, *Code of Virginia*, for the purpose of Item 137.C.44 and Fund, a "college partnership laboratory school" means a public, nonsectarian, nonreligious school in the Commonwealth established by a baccalaureate public institution of higher education." This definition excluded five Board-approved Lab Schools from being eligible to access Operational Per-Pupil Funding monies from the Fund to operate. Language in the Caboose Budget further provided that, subject to specified conditions, institutions that are not eligible for funding under the definition may partner with a public baccalaureate-awarding IHE in Virginia to access Operational Per-Pupil funding from the Fund.

Budget language required: (1) the public baccalaureate-awarding institution to have an approved Lab School application to serve as the fiscal agent and partner ("FA&P") by June 30, 2024; (2) the resubmission of contracts to the VDOE to meet such FA&P requirements; and (3) that the Lab Schools reach financial sustainability by the end of their initial approval period as defined in § 22.1-349.8. These five Lab Schools established partnerships with Old Dominion University, which also serves as each institution's fiscal agent, in order to meet the budgetary requirements.

In June of 2024, the Board approved the awarding of funds to Old Dominion University to support their partnership and fiscal agency on behalf of the five, two-year and private higher-education-institution-led Lab Schools, responsive to the requirements of the amended 2022-2024 biennial budget. As an F&P, Old Dominion University is contractually required to act as fiduciary and comply with all state and federal laws regarding appropriation, manage all fund

disbursements for operating funds, and ensure compliance with applicable BOE guidelines. Therefore, the Board distributed the remaining balance of the Fund and recaptured $25 million of the Lab School Fund monies after the General Assembly's change in eligibility requirements.

LEGISLATIVE DIRECTIVE

As required by Item 125 B.31.c. (Special Session I, 2024):

"c. College partnership laboratory schools shall (i) reach financial sustainability by the end of their initial approval period as defined in § 22.1-349.8 of the Code of Virginia such that no additional state funding other than state funds received by a school division in support of Direct Aid for Public Education is required to support ongoing operations after the first contract renewal, and (ii) submit supporting information to the Board of Education demonstrating progress toward financial sustainability. The Board of Education shall report annually by November 1 to the Governor and Chairs of the House Appropriations and Senate Finance and Appropriations Committees on progress of college laboratory schools in meeting this financial sustainability requirement."

CURRENT STATE

As of June 30, 2024, the Board approved and subsequently contracted fifteen Lab Schools in accordance with Chapter 19.1 of Title 22.1 of the Code of Virginia. Currently, six Lab Schools are in operation and serve over 350 students. By year four, the fifteen Lab Schools are projected to serve over 5,000 students in all eight Superintendent's regions.

Lab Schools were awarded $75 million in funding from the Fund established by §22.1-349.2 of the *Code of Virginia* by the Board for the purposes of establishing or supporting the start of their innovative public schools.

As part of their contract and approval by the Board, lab schools submitted a five-year sustainability plan as part of a commitment to be fully sustainable by Year 5. Sustainability is a required element in the Lab School application. This application and corresponding holistic proposal is reviewed and discussed during the Lab School Standing Committee and by the Board prior to approval. Sustainability has and will continue to be a core element of Lab Schools. In consideration of the same, Lab Schools are implementing robust, multi-tiered sustainability strategies to secure long-term funding beyond startup grants, building resilient and reliable funding sources that support sustained growth and innovation in communities across the Commonwealth

Virginia's Lab Schools represent innovative public schools that operate in partnership with 51 public K-12 school divisions, 18 IHEs, and workforce partners from a variety of high-demand industries, including cybersecurity, health care, maritime trades, data science, teacher preparation, and aerospace. With strong alignment to Virginia's 3E Readiness Framework

(Employment, Enlistment, and Enrollment), the Lab School model equips students to align their learning and experiences to their academic career plan to meet workforce needs.

Lab Schools include elementary, middle, and high school programs and offer many unique learning opportunities including early postsecondary credit, guaranteed university admissions, high-value, high-demand occupation exposure and work-based learning, specialized curriculum designed to prepare students for the workforce, research and professional development opportunities for K-12 and higher education faculty, and college exposure for students typically limited in opportunity.

Lab Schools prepare students to be ready for their post-secondary plans in alignment with the Virginia School Performance and Support Framework, providing students with high-quality opportunities for employment and enrollment in college credit bearing courses prior to graduation while operating in accordance with all Virginia Standards of Quality (SOQ); Standards of Accreditation (SOA); and state and federal laws governing Virginia K-12 public schools.

COLLEGE PARTNERSHIP LAB SCHOOL PROGRESS

Below is a list of the current Board-approved Lab Schools, IHE partners, school start date, workforce connection, and regions served.

Lab School Name	Primary Institution of Higher Education	Start Year	Workforce Connection	Regions Served
VCUxCodeRVA	Virginia Commonwealth University	2023	Computer Science	Amelia, Charles City, Chesterfield, Colonial Heights, Cumberland, Dinwiddie, Hanover, Henrico, Hopewell, New Kent, Petersburg, Powhatan, Prince George, Richmond City, Sussex
The Lab School for Innovation and Exploration	James Madison University *Additional IHE partner:*	2024	Interdisciplinary (Education, Health Social Services, Government,	Rockingham County

Lab School Name	Primary Institution of Higher Education	Start Year	Workforce Connection	Regions Served
	Blue Ridge Community College		Aviation Maintenance)	
The Academy of Technology and Innovation	University of Mary Washington	2024	Computer Science and Data Science	Caroline County, King George County, Fredericksburg City, Stafford County, Orange County
Future Educators Academy	Fiscal Agent & Partner: Old Dominion University Lead IHE: Germanna Community College *Additional IHE partner:* Laurel Ridge Community College	2024	Education	Culpeper County, Orange County, Madison County, Rappahannock County, Clarke County, Fauquier County, Frederick County, Page County, Shenandoah County, Warren County, City of Winchester
Southwest Virginia Healthcare Excellence Academy Lab School (HEALS)	Fiscal Agent & Partner: Old Dominion University Lead IHE: Emory & Henry College *Additional IHE partners:* Virginia Highlands Community College	2024	Healthcare	Smyth County, Wythe County, Washington County, City of Bristol

Lab School Name	Primary Institution of Higher Education	Start Year	Workforce Connection	Regions Served
	Wytheville Community College SWVA Higher Education Center			
UVA Innovation Hub at Charlottesville Middle School	University of Virginia	2024	STEM+CS	Charlottesville City
SmithTech School of Computer Science, Innovation, and Design (formerly Computer Science Lab School)	Old Dominion University *Additional IHE partner:* Tidewater Community College	2025	Computer Science	Chesapeake
Maritime Engineering and Environmental Studies Academy	Old Dominion University	2025	Maritime Engineering and Environmental Studies	Newport News
The STEM Academy at Booker T. Washington Elementary School	Old Dominion University	2025	STEM	Suffolk
Aerospace Academy of the Eastern Shore	Old Dominion University *Additional IHE partner:* Eastern Shore Community College	2025	Aerospace Science and STEM	Accomack County, Northampton County

Lab School Name	Primary Institution of Higher Education	Start Year	Workforce Connection	Regions Served
Shenandoah Valley Rural Regional College Partnership Lab School for Data Science Computing and Applications	George Mason University	2025	Computer Science	Clarke County, Fauquier County, Frederick County, Page County, Shenandoah County, Warren County, Winchester City
Accelerated College and Employability Skills Academy (ACCESS)	George Mason University *Additional IHE partner:* Northern Virginia Community College	2025	Information Technology Career Pathways	Loudoun County
Explore@RC	Fiscal Agent & Partner: Old Dominion University Lead IHE: Roanoke College	2025	Interdisciplinary (Education/Global Studies, STEM/Healthcare, Social Services, and Communications/ Civic Engagement)	Salem City Roanoke City
Isle Maritime Trade Academy	Fiscal Agent & Partner: Old Dominion University Lead IHE: Paul D. Camp Community College	2025	Marine Welding and Marine Electrical	Isle of Wight County
Mountain Gateway-Technology Education Center (MG-TEC)	Fiscal Agent & Partner: Old Dominion University Lead IHE: Mountain Gateway	2025	Information Technology Career Pathways	Rockbridge, Buena Vista, Bath, Alleghany Highlands, Botetourt

Lab School Name	Primary Institution of Higher Education	Start Year	Workforce Connection	Regions Served
	Community College			

LAB SCHOOL SUSTAINABILITY SURVEY

All Lab Schools are building financial stability in their required sustainability plans that outline private and public partners, continued expansion of student enrollment, and establishing community and business integration. To gather information on how Lab Schools are fulfilling their sustainability obligations in accordance with *Code of Virginia* § 22.1-349, VDOE provided a survey for schools to outline:

- non-general fund monies that they have committed or received since BOE approval,
- outreach with K-12 partners,
- outreach with the business community,
- critical steps for the upcoming year to grow revenue,
- steps for parent and student recruitment,
- efforts to be involved in ODU's Lab School network,
- additional supports needed from ODU as a fiscal agent (if applicable),
- additional supports needed from VDOE, and
- an opportunity to notate any other items related to sustainability.

A summary of the sustainability strategies of the fifteen Lab Schools' surveys are below including examples from submissions and feedback on existing supports and future supports needed for their staff to ensure a successful execution of their sustainability plan. As Lab Schools implement plans to ensure sustainability of their students and program beyond the startup grant funding, schools shared multiple strategies they are using to expand their income and in-kind supports.

Sustainability Strategy 1: Philanthropic and Corporate Funds
53% of Lab Schools indicated that they have committed or received funds from philanthropic, corporate, or community contributors beyond their non-General Fund start up revenue funds. To grow revenue aligned with five-year sustainability plan, Lab Schools shared they have been cultivating funders, securing grants, leveraging existing partners, and exploring revenue generating opportunities.

- **Survey Excerpt 1:** The Academy of Technology and Innovation at the University of Mary Washington is hosting current and prospective partner Open Houses in November. Two events are planned, a learning lunch and a morning session, for school divisions to learn more about the program.
- **Survey Excerpt 2:** GMU's Data Science, Computing, and Applications Lab School has representatives that are members of the Virginia Mathematics and Science Coalition (VMSC). From that coalition, a Workforce Development Committee has been created to discuss Virginia Education Workforce and development opportunities.

Sustainability Strategy 2: In-kind Services
Lab Schools receive in-kind services from their K-12 partners such as personnel support (80%), special education services (80%), transportation (100%), and financial support (80%). These in-kind supports provide longevity and sustainable infrastructure for the Lab School.

- **Survey Excerpt 1:** The Isle Maritime Academy (IMTA) at Paul D. Camp Community College receives comprehensive support from its K-12 partner, Isle of Wight County Schools. The fully-executed MOU between Camp/IMTA and IWCS provides the Lab School with logistical support for student transportation, student extracurricular activities, and meals. ICWS also provides academic supports for students with disabilities, English learners, gifted students, and students who are not meeting academic benchmarks. Additionally, students have access to counseling and other support services through this partnership.
- **Survey Excerpt 2:** The Future Educator's Academy (FEA) at Germanna Community College receives in-direct funding from its higher education partners. This in-direct funding includes furnished space with electricity and internet for the Lab School, office space for Lab School staff, access to police services for students and employees, and access to the Business Office who manages FEA funds and provides accounting services.

Sustainability Strategy 3: Community Partnerships
To support student and grade level expansion, Lab Schools are also engaging in community partnerships, offering innovative student pipeline opportunities, providing engaging summer opportunities, leveraging their governing board, integrating university experiences, and employing their institutions of higher education's advancement teams.

- **Survey Excerpt 1:** GMU's ACCESS Academy is "…approaching individual, corporate, and foundation donors with key aspects of the expansion plan. This includes leveraging funding for the summer bride program, working with Google on support (in-kind and outright) for our tech experience days, and identifying key donors within the local school districts."
- **Survey Excerpt 2:** JMU's Lab School for Innovation and Career Exploration provided "the Lab School leadership team meets weekly with Rockingham County Public Schools (RCPS) principals to plan for short-term and long-term needs. This weekly meeting has resulted in planning for Year 2, which subject areas will be offered in 10th grade, and the staffing needs. Because the funding does not account for replacement costs to RCPS for staffing, the school division principals have developed a staffing plan to ensure that Lab School and non-Lab School programming is covered. The school division has proposed hiring two paraprofessionals dedicated to the Lab School (in-kind to RCPS) that will be proposed to the school board this year. The principals are planning ahead with the lab school team to ensure that electives, core curriculum, advanced diploma, IB courses, and dual enrollment are planned for starting this year, since capacity building is required and in-kind resources from RCPS will be needed."

Sustainability Strategy 4: Employer Partnerships

Lab School leaders are focusing on outreach efforts with the business community and expanding employer partnerships. Leveraging these workforce connections supports the sustainability of these programs through community investment and thought partnership. Lab Schools shared they are actively tapping into local community businesses and organizations. The survey results report that 93% of Lab School have partnerships with public employers, 93% have partnerships with private employers, and 93% have partnerships with non-profit employers.

- **Survey Excerpt 1:** "Outreach efforts at The STEM Academy at Booker T. Washington Elementary have involved continued collaboration with key partners that have pledged support to the sustainability and growth of the program, including the following partners: The Commonwealth Cyber Initiative, Hampton Roads Workforce Council, The Mariners' Museum, Virginia Space Grant Consortium, United Way, Suffolk Public Schools, the City of Suffolk, G2OPS Intelligence, the Suffolk Center for Cultural Arts, the City of Newport News, Hampton Roads Biomedical Research Consortium, and Nauticus. These partners have been engaged via direct communication and are part of the structure of advisory councils that shape the work of the Academy."
- **Survey Excerpt 2:** "SmithTech: School of Computer Science, Innovation and Design has actively engaged with industry partners such as the Tidewater Chapter of the American Society of Naval Engineers (ASNE-TW), the City of Chesapeake, Amazon, TMI Technical Solutions, Hampton Roads Executive Roundtable, Chesapeake Department of Development, Hampton Roads Workforce Council, Hampton Roads Chamber, and the Virginia Ship Repair Association. Additionally, we've initiated outreach to CodeVA and CodeRVA for site visits and implementation support. Over the next year, we plan to strengthen these partnerships and explore new collaborations to further enhance student opportunities and workforce development in the region."

Sustainability Strategy 5: Family Partnerships

Outreach to parents is necessary for recruiting and retaining students for subsequent school years. To promote these programs, Lab Schools are using family and student recruitment events, hosting family nights, sending school representatives to community events, and dispersing information to the public (e.g., fliers, social media).

- **Survey Excerpt 1:** Old Dominion University's AAES Academy detailed, "our next steps for student recruitment and parent outreach for the 2025-2026 school year include a major kickoff event, "Virginia's Largest Rocket Launch," where 500 8th grade students from the Eastern Shore will build and launch rockets and engage in drone simulations on November 15 and 22..."
- **Survey Excerpt 2:** "MG-TEC held a student recruiting event on October 31 to engage over 75 potential students in the fields of Cybersecurity and Information Technology. Students from Virginia Military Institute will present research on Cybersecurity to parents and students interested in MG-TEC and provide additional outreach opportunities. MG-TEC faculty and administrators are visiting each high school in the area multiple times to connect with interested students, distribute information to teachers, counselors, administration present at high school Parent Curriculum Nights. MG-TEC representatives will also visit local schools' e-Sports clubs and Cyber Clubs to recruit students. Each summer, MG-TEC will support a CyberPatriot Camp for area high school

and middle school students to provide an opportunity to learn about cybersecurity and the Lab School."

Survey Responses on ODU's Lab School Network at the Center for Educational Innovation and Opportunity (CEIO)

ODU entered a partnership as the FA&P with five Lab Schools whose partner IHE is a two-year college or a private college. As ODU assumed this role, the team realized they were uniquely poised to establish the ODU Center for Educational Innovation and Opportunity (CEIO). This center now serves as the hub for ODU's Lab School Network. The hub is intended to create a Lab School network that coordinates best practices and research among all Lab Schools across the Commonwealth of Virginia.

To facilitate sharing, supporting, and scaling of ideas, ODU CEIO provides subject matter expertise to all fifteen Lab School teams to promote learning and collaboration of ideas and successful strategies. This team identifies strategies that are exemplars, shares research evidence-based practices, and facilitates opportunities to scale innovative educational programs and initiatives in the Commonwealth. ODU has committed to establishing a community of practice, creating a dashboard for data tracking, and conducting monthly lab school network calls to discuss best practices. As Lab Schools will need ongoing networking and support to maximize sustainability strategies, the ODU Network will allow for these sharing opportunities so that each exemplar can provide ideas for other Lab Schools. Long term, the network will promote a culture of innovation across Virginia's K-12 and higher education institutions.

In the survey, Lab Schools expressed appreciation for the network's monthly meetings, the sharing of innovative strategies, access to subject matter experts, data sharing, and learning opportunities. While the network is available to all Lab Schools, the five schools for whom ODU acts as FA&P have found ODU's partnership particularly beneficial, and some of their feedback is listed below.
- SWVA HEALS at Emory & Henry College shared, "the Southwest Virginia Healthcare Excellence Academy Lab Schools does actively participate in the ODU Center for Education Innovation and Opportunity's Lab School Network. The Lab School has found the dialogue from all of the participants to be valuable..."
- Explore@RC indicated, "meeting with the other schools is a constructive way to understand the state-wide approach to supporting students."
- IMTA at Paul D. Camp Community College provided, "The components as designed by ODU's Center for Educational Innovation and Opportunity Lab School Network to provide the following to the Virginia Lab Schools has been most helpful: coaching for lab school leaders, subject matter expertise, a forum for data sharing, research support, professional development, facilitating cross-lab school sharing, including site visits and role-alike connections, identifying innovative, scalable, and sustainable educational practices benefitting K-12 and higher education, and network-wide design thinking opportunities."

- The Future Educators Academy at Germanna Community College included, "the monthly meetings are helpful to connect with other lab school partners. ODU representatives are available and ready to assist with all aspects of beginning a lab school. The collaboration among the network is valuable to ensure best practices and shared knowledge."
- MG-TEC at Mountain Gateway Community College shared, "the regular support of ODU has been valuable in answering questions about starting the MG-TECLab School, designing assessment strategies, developing curriculum, and connecting with other schools."

Survey Responses on VDOE-Requested Supports

Survey results also highlighted opportunities for VDOE to provide additional support. The three main themes of support requested are below.

- Dedicated VDOE agency staff to support Lab School's launch and operational needs
- Technical assistance related to funding, compliance, and data collection for the IHEs and K-12 partners
- Monitoring support for sustainability efforts in collaboration with ODU CEIO, local divisions, and partner agencies to ensure that Lab Schools comply with regulations and keep the Board informed of progress to date

EXEMPLAR LAB SCHOOL SUSTAINABILITY EFFORTS

The Emory and Henry University Southwest Virginia Healthcare Excellence Academy (SWVA-HEALS)

This Lab School has thoughtfully phased in external sustainability partners as the lab school progresses through its four years of lab school grant fund utilization. These partners include the K-12 division partners and A. Linwood Holton Governor's School, all of whom have committed current in-kind support through transportation and staffing, as well as future commitments to per-pupil funds. Health care industry and community partners, including Wellspring Foundation of SWVA, Virginia Ballad Health, the Claude Moore Foundation, Go Virginia, the Smyth County Community Foundation, the Wythe-Bland Foundation, the United Way of Southwest Virginia, and the Bill Gatton Foundation have committed support to SWVA-HEALS. For all Lab Schools, including SWVA-HEALS, the higher education partner has leveraged their resources and made extensive commitments in staffing, equipment, classroom, lab, and training spaces, and reduced or no-cost tuition rates for dual enrollment coursework.

James Madison University's Center for Innovation and Career Exploration Lab School

This Lab School has established strategic partnerships with private, public, and non-profit organizations to ensure sustainability past the four-year Lab School Grant Fund funding window. These partnerships include per-pupil funds from the partner school division Rockingham County Public Schools; in-kind contributions from James Madison University and Blue Ridge Community College through facilities, staffing, and dual enrollment tuition; and ongoing support from local business, industry, and community organizations. James Madison University has additionally leveraged their Office of Development to establish dedicated fundraising efforts on behalf of the Center for Innovation and Career Exploration. The James Madison University Lab

School is thoughtfully phasing in enrollment, beginning with 100 students in the current year with a projected enrollment of 550 by year 4, with plans to plan and scale sustainability efforts and development as the Lab School enrollment grows.

NEXT STEPS

Virginia's Lab Schools are working toward full long-term sustainability to ensure program viability on behalf of all students and families being served in Lab Schools across the Commonwealth. Diversification of funding sources to include philanthropic, corporate business and industry partnerships, pursuit of grant opportunities, and in-kind higher education institution and K12 division support, are necessary to establish financial sustainability. Lab Schools are encouraged to showcase the unique student experience and post-secondary outcomes these programs provide within their communities to generate additional support from local businesses, philanthropic organizations, and private funders. Pursuant to the survey responses, VDOE is committed to collaboration with ODU CEIO and key agencies, such as Virginia Works and other local workforce boards to engage potential local, regional, state, and national partners. These partnerships are essential to ensuring long-term success and sustainability for all Virginia Lab Schools.

Notwithstanding the above, the Lab School Network at ODU will continue to build capacity and provide technical assistance in fundraising skills and other methods of sustainability with Lab School directors and governing boards as required by the executed contracts and keep the Board informed of progress to date.

Board Monitoring
The Board is committed to ensuring that the innovative opportunities that Lab Schools provide to families across the Commonwealth are sustainable for long-term success. In partnership with VDOE and the Lab School Network at ODU, the Board is responsible for monitoring the sustainability of each Lab School on an annual basis.

As the authorizer of Lab Schools, the Board will:
- Review implementation of sustainability plans quarterly,
- Review an annual financial report for each Lab School that includes progress on measurable performance objectives,
- Receive regular updates on Lab School programming and expansion,
- Monitor implementation of each school's approved application, and
- Review each Lab School's annual evaluation.

As part of the commitment to delivering high-quality, innovative education, any Lab Schools facing challenges in meeting goals or that received an unfavorable annual evaluation will receive targeted improvement plans and enhanced support to ensure they meet the rigorous standards expected across Virginia's lab school network. Improvement plans may include increased technical assistance and additional support in monitoring and achieving performance objectives

to ensure program sustainability. If a Lab School is unsuccessful in achieving progress towards performance objectives under the improvement plan, the Board, as the authorizer of Lab Schools, can revoke a contract if the school violates or fails to comply with the terms of the contract.

Virginia's Lab Schools are setting the stage for innovation across the Commonwealth and the country. Because of this unique model of higher education and workforce alignment, Virginia's Lab School graduates will be prepared the day after graduation for enrolling into a college, employment in a viable career, or enlisting in the military.

APPENDIX: COLLEGE PARTNERSHIP LAB SCHOOL SUSTAINABILITY SURVEY RESPONSES

School Name: Academy of Technology and Innovation
Lead IHE: University of Mary Washington
Fiscal Agent & Partner: Stafford County Public Schools

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   ATI-UMW has committed funds coming from its five partner school divisions; Stafford County, Fredericksburg City, King George, Caroline, and Orange Counties. The committed funds for FY25 includes approximately $714,000 from partners school divisions.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   As part of our operating agreement, each partner school division contributes per pupil contributions and transportation, with partnership around special education, EL, and attendance services.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

   During the planning year, I held informational sessions through the Regional Chamber of Commerce and Fredericksburg Regional Alliance. I also met with local business and community organization members through a business and community working group that met twice. We are kicking off a monthly meeting of that group and looking to expand membership next week. Key topics for this year will include thinking through critical certifications for those students not pursuing one of the three dual enrollment pathways as well as looking ahead to internship and capstone opportunities.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

   One of our original school division partners declined to commit to final participation in the lab school. As a result, we are looking to add additional school division partners and/or increase seat commitment from existing division partners by 1-2 seats per year to best position the school for sustainability. We are hosting a current and prospective partner Open House November 13th (during our Learning Lunch), and November 14th (during a morning class period) for school divisions to learn more about the program.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

   We have been actively preparing for new student recruitment through the build out of our lottery platform (a spinout from last year's tied to the fiscal agent during the planning year), the creation of a recruitment calendar for a combination of partner division specialty nights, our own Open House on November 21st, and visits during the school day to our partner division middle schools (13). This combination of recruitment efforts proved effective last year in recruiting a diverse group of 9th grade students.

   We also send out what is a (now) quarterly newsletter to the broader community and a weekly newsletter. I have linked the latest addition here. This is part of our community and parent engagement, as well as a critical piece of building our recruitment profile.

   Obviously, our website and social media pages (currently on Facebook, Instagram, and very recently LinkedIn) are all ways that we seek to engage with current families, recruit new students, and build a quality team of educators.

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

   While we have a business and community working group and dedicated fund lines in the UMW Foundation, this is an area in which we are looking to grow and develop a holistic long-term strategy over the course of the next year.

   That being said, we do have a PTO that is in the process of fully organizing (they have draft by-laws and received confirmation of their approved 501C3 status this week). This is an important step!

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?
   a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

   I recently received information on some of the elements they are planning, and I am excited to attend as much as I am able with the on-going commitment of the school itself.

8. What are helpful resources for VDOE to best support you and your team?

   Here are some of the areas that would be most helpful to have support from VDOE:

   - Facilitating connections for those working with Lab Schools.
   - Support with the philanthropy/sustainability work.
   - Advocacy for needed updates to lab school legislation

- Advocacy for long-term supplemental funding for Lab Schools, similar to the funding for governor's schools and the governor's STEM academies.
- Advocacy for Lab Schools to be included in funding streams such as VPSA. Language for such inclusion could be as follows, as advocated by our fiscal agent:
Budget Bill - HB6002 (Enrolled)
[Item 137 C)d)2)](#)
2) Grant funds from the issuance of $55,946,000 in fiscal year 2023 and $55,894,000 in fiscal year 2024 in equipment notes are based on a grant of $26,000 per school and $50,000 per school division. For purposes of this grant program, eligible schools shall include schools that are subject to state accreditation and reporting membership in grades K through 12 as of September 30, 2022, for the fiscal year 2023 issuance, and September 30, 2023, for the fiscal year 2024 issuance, as well as regional vocational centers, special education centers, alternative education centers, regular school year Governor's Schools, CodeRVA Regional High School, *approved laboratory schools,* and the School for the Deaf and the Blind. Schools that serve only pre-kindergarten students shall not be eligible for this grant.

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

Not that I can think of at this time, but I am happy to discuss any of these items further.

School Name: UVA Lab School Innovation Hub
Lead IHE: The University of Virginia

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   There have been zero non-General Fund monies committed or received since the UVA Lab School Innovation Hub was approved.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   Our lab school is a push-in model to every Grade 7 student this year in Charlottesville (Buford) Middle School through their Life Science class, thus we have per-pupil funding for the entire grade and will have per-pupil funding for every Grade 8 student and Grade 6 student in subsequent years. We have in-kind resources for all supporting services.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

We currently have a representative from the business community on the Lab School's governing board and will continue to make authentic connections with our other business and community partners.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

We are on target for our 5-year sustainability plan, given that we will reach every middle school student in Charlottesville City Schools.

- Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

Given our push-in model, we will conduct the same new student recruitment as this year. We will hold informational sessions at open houses and continue with parent updates and a family representative on the Governing Board.

5. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

We are utilizing the UVA School Education and Human Development Foundation, the official fundraising organization for the Lab School. We are working in close partnership with the development team and the continued generosity of alumni, parents, and friends of the school.

6. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

We have been in contact with the ODU Center for Education Innovation and Opportunity (CEIO) and they have been a great resource for contacts as we were getting our lab school started. Our director plans to attend the November 18, 2024 CEIO Lab School working meeting at ODU. We are excited to continue the collaboration of sharing best practices, resources and ideas with our other lab school cohort members.

    a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

        We are not working with ODU as a Fiscal Agent.

7. What are helpful resources for VDOE to best support you and your team?

The responsiveness of the VDOE team has been extremely helpful with our questions and working through the contracts.

8. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

We have just completed our first pilot launch of our Innovation Hub with students in Grade 7 Life Science around creating computational models of mitosis. We are fully staffed with a Lab School Director and the Lab School Manager. Given the timing of the funding and hiring at UVA, we were able to become fully staffed by mid-fall and are excited to kick off the Lab School officially with a more public gathering in early 2025. We also welcome our partners at the VDOE to visit at any time.

School Name: GMU Data Science, Computing and Applications (DSCA) Lab School
Lead IHE: George Mason University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   The GMU DSCA lab school initiative was awarded $2.8 Million over 6 years including a start-up year. There is no additional non-general fund monies that have been committed or received since the lab school was approved by the Board of Education. We are in communication with the Secretary of Education's Office to help us to connect with businesses, liaison with philanthropic organizations and other services to help fundraise for this school.

   In the last three months since the grant was officially awarded, we have been actively pursuing and applying for variety of external grant funding opportunities (to support activities of the GMU DSCA Lab School) which are currently in review:
   ● VDOE Advancing Computer Science Education Grants
   ● NASA Minority University Research and Education Project (MUREP) Institutional Research Opportunity (IRO) (MIRO) on Data-driven Research Innovations for Voyage into Earth Systems.
   ● NSF National STEM Teacher Corps Pilot Program to create a South Atlantic States Regional Alliance for Data Empowered STEM Teachers (DE-STEM)
   ● NSF STEM Data Science Corps: Collaborative Research: Building Useful Insights from Local Data through Sustainable multi-state partnerships
   ● NSF Mathematical Sciences Research Institute of Mathematical and Statistical Sciences for Data Challenges (MS2DC)
   ● GMU will be submitting a proposal to the 2024 Fund for Excellence and Innovation competition from SCHEV that is due in the coming weeks.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?
   • Frederick County will be paying for the transportation to and from the DSCA lab school.

- The students will be engaged in college-credit courses that will be offered virtually through platforms from GMU and Frederick County
- GMU Smithsonian Mason Conservation Center will hold learning experiences in the Fall and Spring of Year 0 on two Saturdays and in the summer for a week-long field experience (summer camp) with scientists doing data collection as citizen scientists through project based and experiential learning.
- VA High School Data Science Professional Learning Institute for 200 High School Teachers on Engaging the next-generation through DATA June 25-26, 2024: https://sites.google.com/view/va2024dsinstitute/)

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

    We are connecting with two of the members whose names were proposed in the DSCA Lab School Governing Board (and who supported our proposal) including:

    - Dr. Sharon Johnson, Chief Executive Officer, Shenandoah Valley Workforce Development Board, Inc.: https://vcwvalley.com/wp-content/uploads/Combined-Org- Chart.pdf
    - Dr. Yolanda Shields, MBA, Ph.D., Founder and CEO YES Builds, is a global business advisor/strategist
    - Dr. Seshaiyer serves as an appointed member of the Workforce Development Board under Secretary of Labor Brian Slater and has had discussions with many business members.
    - Virginia Mathematics and Science Coalition (VMSC) which is a state- wide consortium in Math and Science which both Dr. Seshaiyer and Dr. Crawford are members of has just created a new VMSC - Workforce Development Committee has been created which will meet to discuss Virginia Education and Workforce Development opportunities.
    - SCHEV has established a new Governor's AI taskforce related to EO-30 and Dr. Seshaiyer has been selected as one of the higher education members who will be contributing to it.
    - The GMU-DSCA Lab School will be showcased in the December 2024 issue of Virginia Business magazine, accessed at https://www.virginiabusiness.com/

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

    In the next 5-years we will continue to actively apply for federal and state-wide grant opportunities.
    - Within the state we will work with opportunities from the newly re-envisioned VA CAREER Works on work-based learning opportunities for the Lab School students; The Growth & Opportunity (GO) Virginia to collaborate on economic and workforce development activities from the Lab School; G3 Program: Get a Skill. Get a Job. Get Ahead – G3 tuition assistance is for students living in Virginia who qualify for state financial aid with a household income.

- Working with the Shenandoah Regional Workforce, we will collaborate on developing new paid apprenticeship opportunities for the high school students from the GMU-DSCA Lab School.
- One of the novel innovations in our proposed lab school will be the development of digital badges and Micro-Credentials in data science, computing for teachers, and leadership that will be developed in conjunction with GMU and Laurel Ridge Community College. We hope to charge for these digital badges and Micro-Credentials will offer flexibility in learning for students, teachers, staff and leadership to acquire specific skills without committing to long-term, traditional educational programs.
- We will actively pursue federal (NSF, NASA), state-wide (VDoE, SCHEV) grant opportunities focusing on for Data Science, Computing and Applications.
- Dr. Seshaiyer is working with the national coalition Data Science 4 Everyone (DS4E) from University of Chicago in creating National Frameworks and Learning Progressions for Data Science

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year.

- Flyer for a DSCA Informational webinar sent in various Frederick County Public School publications including the family and staff newsletters, school counselors and larger community.
- Dates are set for school recruiting visits to each feeder high school
- A meeting planned with all school counselors for all feeder high schools to explain the DSCA program and application process.
- Flyer made available to private schools and all homeschooled families, to parents and students, residing in the school division.
- A December Data Super Saturday is planned at the GMU Smithsonian Mason Conservation Center in Front Royal to hold tours of the facility and stations for students and parents open to the Shenandoah Valley Rural Regional Partnership for families to see program learning experiences in the DSCA lab school.
- Shenandoah Valley Rural Regional Partnership November webinar on Data Science and Computing Applications Lab School opportunities for seven school divisions and Governor's School
- Dissemination across the state as well as other states to exchange best practices have been actively happening

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

- Formed a GMU DSCA Board and committee structure to do this work.
- Expanded an existing alliance of VA Regional Computer Science Partnership in the Shenandoah Valley to engage in Data Science, Computing and Applications. Expanded an existing alliance of VA Regional Computer Science Partnership in the Shenandoah Valley to engage in Data Science, Computing and Applications.

- Working with DS4E coalition to help lead updated field review of best practices for math teaching & pedagogy from an international perspective, with a potential focus on how emerging technology (both Data, EdTech and technology skills) are shaping these practices in other country's environments, if at all.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

- If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

We are now in communication with the ODU Center for Education Innovation and Opportunity Lab School Network and will participate in the upcoming Nov 18th CEIO Working Meeting - Lab Schools at ODU.

8. What are helpful resources for VDOE to best support you and your team?

We would appreciate if VDOE would connect us to those who are interested in supporting the activities of this Data and Computing focused schools, help cultivate donors, provide more technical support and help us stay complaint with reports

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

We are working on full staffing required of a comprehensive high school and need help with strategies for fund raising to support a full-time Director position, teacher positions, Data Hub technology equipment including computers, etc. and tuition support for college credits for students.

It will help to get clarity from VDoE on when year 1 funds will be made available because we need to hire the staff to open the lab school to open in August, 2025 long before the Year 1 funds become available after June 30, 2025. The seven school divisions in the Valley have an agreement not to hire teachers away from any of our divisions after June 15.

GMU is working with Frederick County on creating a Memorandum of Understanding for the first three years and this will include appropriate commitments.

School Name: VCU x CodeRVA Lab School
Lead IHE: Virginia Commonwealth University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   The innovative work that VCU and CodeRVA continue to accomplish could not be possible without the financial support of non-General Fund monies, and the success of our work has assisted in obtaining additional philanthropic funds from R.E.B. Foundation to expand our School Leader Residency to hard-to-staff schools in Richmond and Henrico, as well as federal funding through the Augustus F. Hawkins Center of Excellence to allow every resident to receive a free ESOL endorsement. In addition, CodeRVA continues to have a sustainable funding structure to support seats through a lottery system for students.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   CodeRVA has existing agreements with 15 school division partners to ensure financial sustainability for per pupil funding. Special education services are provided on-site at CodeRVA Regional High School. Transportation to CodeRVA Regional High School is provided by students' home school districts.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

   VCU's daVinci Center, a strong partner of both RTR and CodeRVA, recently worked with teachers and students to learn more about design thinking and how the work that occurs at CodeRVA could be expanded to John Rolfe Middle School's Center for Innovation. Additionally, RTR recently applied for a Meta Community Center grant to continue to build professional learning opportunities for teachers in computer science.

   CodeRVA seniors collaborate annually with business partners to complete a six-week in house internship. While the business partners (who serve as the clients), change each year, a wide range of large and small businesses provide real world experiences for students. Examples of previous partners include MAXX Potential, Roblox Education, Amazon Web Services, Dominion Energy, Mozilla, and Lyrically Correct. This fall, college seniors from the VCU School of Engineering are partnering with CodeRVA seniors in an innovative new internship experience where the college students are both the client of the high school students and the high school students are creating digital content for the college students, all in the same platform used to design Fortnite. All CodeRVA school division, business, and community partners have the opportunity to attend the Senior Demo Day where students share their products and ideas from the internship experience with their clients.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

   We are pursuing Department of Labor funds to leverage future funding for pre-service teachers to earn while they learn.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

   CodeRVA Regional High School hosts two annual open houses to inform families from their 15 partner school districts about the educational program and lottery process for current 8th grade students. The most recent open house was held on October 15, 2024. Enrollment continues to grow, with the 2024-2025 ninth grade class being the largest class in the school (123 students). Total enrollment for 2024-2025 is 350 students. Enrollment is limited by the physical space at CodeRVA Regional High School.

   Two-way communication and partnership between CodeRVA and the families of current CodeRVA students is consistently a top priority. Recruitment opportunities for future students are shared through regular communication channels used in the 15 partner divisions.

   Recruitment for incoming RTR teacher and school leader residents begins in September for the next school year. Applications are due in February.
   RTR Teacher Residency Application Process
   RTR School Leader Residency Application Process

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

   Ongoing partnerships from donor-advised funders through the Community Engagement and VCU Foundation continue to make RTR expansion possible.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

   Our lab school specialist plans to attend upcoming events hosted by the ODU Center for Educational Innovation and Opportunity on November 18 and April 22-24.

   Following a request from ODU, the VCU x CodeRVA team hosted lab school representatives at CodeRVA on Friday, October 11. To increase networking opportunities, we invited representatives from ATI and VCU to join the ODU visit. Visitors learned about the VCU x CodeRVA partnership and CodeRVA Regional High School instructional programs, including classroom visits. Leaders and teachers from the following lab schools and IHEs participated in the site visit:

- MG-TEC IT (Mountain Gateway CC Technology Education Center)
- HEALS (Healthcare Excellence Academy Lab School, Emory & Henry)
- MEESA (Maritime Engineering and Environmental Studies Academy, Newport News Public Schools)
- ODU Center for Educational Innovation and Opportunity
- CSLS (Computer Science Lab School, Chesapeake Public Schools)
- STEM Academy (Suffolk Public Schools)
- Explore@RC (Roanoke College)
- AAES (Aerospace Academy of the Eastern Shore)
- Isle Maritime Trades Academy (Paul D. Camp CC)
- ATI (Academy of Technology and Innovation, Stafford County Public Schools)
- VCU MERC (Metropolitan Educational Research Consortium)

a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

N/A

8. What are helpful resources for VDOE to best support you and your team?

We would love to have you all visit to see the amazing innovation taking place.

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

We appreciate your ongoing support. Innovative work that benefits students, teachers, families, and communities continues to be our goal. In addition, sustainability has been one of our top priorities since we began. If you have any feedback or suggestions, please let us know.

School Name: Mason ACCESS
Lead IHE: George Mason University
Secondary IHE: Northern Virginia Community College

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

Source	Amount	Recurrence	Constituency
Google	$125,000	One-time	Corporate
Google	$275,000	One-time	Corporate
Google	$50,000	In-kind	Corporate

Google has been an early adopter of ACCESS Academy, providing start-up funds for planning, research design, and a summer bridge program to launch year-one of operations. In addition, Google is making available 500 licenses for their AI Essentials online course. Google is providing expertise and staff to support our student experiences, to help to build curriculum, and to provide guidance in establishing a success coaching program.

Amazon has also contributed dozens of computers for ACCESS students.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

We are in the process of finalizing an agreement among the three partners on how special education services and transportation will be delivered. The host school district will be responsible for transportation and meals (breakfast and lunch).

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

ACCESS Academy is in the process of establishing the Academic Innovation Advisory Board, which will include two key groups: the Future-Ready Curriculum Advisory Group and the Tech Talent Development Advisory Group. These groups will consist of experts from industry, academia, and government, with the primary goal of fostering active engagement with industry/government leaders. This collaboration will help identify valuable internship and mentorship opportunities while refining our curriculum to incorporate the latest trends in Cybersecurity, Programming, and Data Analytics. Through this initiative, we aim to ensure that our educational offerings are aligned with the needs of the workforce and that students are well-prepared for their careers.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

Outreach and cultivation are underway with key prospects for support.

Our partner Google is not only providing resources but is making available technical expertise in areas of internships, recruiting/success coaching, and curriculum development. We fully anticipate continued support from the corporation.

Foundations are being researched and outreach has begun to determine alignment and interest in the project. Development staff and faculty are working with program staff in foundations across the nation to identify funding opportunities.

Individuals with a keen interest in non-traditional educational opportunities for Virginia students have been identified and strategies for cultivation and engagement are underway.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

   Recruitment documents are currently in the process of creation and will be finalized when logistical details are finalized between partners.

   Next steps will be orientation sessions for students, parents, and the community designed specifically for the host school district (LCPS) as well as neighboring school districts. We will also attend state superintendent school district meetings to extend outreach. The communications team is in the process of creating and publishing the website.

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

   George Mason University's Advancement and Alumni Relations program is the robust fundraising arm that works in collaboration with the George Mason University Foundation. With over 135 team members working across the University, a central office provides full administrative support, coordination, and technical expertise to professional fundraising staff in nine colleges and three units.

   Mason's success with institutional funders is exemplified by our commitment, adaptability, and donor-centric approach to partnerships. In the past 10 years, the Advancement team has raised over $804,000,000 in institutional support, reflecting 5,077 gifts. Over 2,000 corporations have supported Mason reflecting $670,000,000 in philanthropic support. Many have maintained a multi-year relationship with Mason and many leaders have also signed on as volunteer leaders to the university. The connections that Mason has made across the Northern Virginia community and beyond continues to have a direct and positive impact on our student body.

   The College Education and Human Development Advancement and Alumni Relations department reflects 35 years of fundraising experience and designs and implements a complex program that includes all aspects of philanthropy. The program has substantial and sustained growth over the last five years. Major gifts increased 7-fold, annual fund saw a remarkable 44% increase and support from foundations and corporations has steadily increased. A record $5 million was secured in 2022. This coincides with unprecedented gifts to the University in each of the last two years at or above $100 million.

   The College of Education and Human Development has a proven record of working with industry partners to match public support, most notably the Virginia Initiative for Science Teaching and Achievement (VISTA) project culminating in 2016. This statewide partnership was among 60+ Virginia school districts, six Virginia universities, and the Virginia Department of Education. VISTA was funded by a five-year, $34 million grant from the U.S. Department of Education and required a $5.7 million private sector matching requirement which CEHD successfully met.

We are approaching individual, corporate and foundation donors with key aspects of the expansion plan. This includes leveraging funding for the summer bridge program, working with Google on support (in-kind and outright) for our tech experience days, and identifying key donors within the local school districts.

We have strategically identified entities that can create pathways to support and invited them to participate on our two technical advisory boards. ACCESS Academy is a priority project for the College and for Mason's $1 billion campaign – Power the Possible.

CEHD and the University actively market ACCESS Academy – highlighting it as a major success in media across Northern Virginia. Most recently Northern Virginia Magazine highlighted the 50 most influential people starting with Governor Glenn Youngkin who pointed to ACCESS Academy as a pride point for his efforts here. This unique endorsement helps to drive interest in supporting the project.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

    At the present time, we have reached out to Karen Sanzo at ODU to learn how we may become involved as we approach our August 2025 opening. We are aware of the upcoming Center meeting on November 18 and plan to send someone from our team.

    a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

8. What are helpful resources for VDOE to best support you and your team?

    a. Perhaps a monthly update from VDOE concerning the Lab Schools.
    b. A centralized place with information on all current Lab Schools, maybe set up by region of the Commonwealth with websites linked too (including key roles, i.e. directors, evaluators, etc.)
    c. A dedicated area with information for us related to technical/compliance issues – budget, per pupil costs, lottery info, recruitment best practices, etc
    d. A centralized list of contacts at VDOE where we can get help
    e. A shared repository for common questions so multiple schools can access answers efficiently with a "self-serve" mechanisms

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

    a. We are also exploring how to integrate training opportunities for students from our GMU counseling and teacher training programs to support instructional innovation, career counseling, and other innovations in order to enhance their professional preparation as well as meaningfully contribute to the ACCESS mission.

School Name: Future Educators Academy
Lead IHE: Germanna Community College
Secondary IHE: Laurel Ridge Community College
Fiscal Agent & Partner: Old Dominion University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   In-direct funding provides for space at each college to offer the Future Educators Academy (FEA), including office space for FEA staff (a full-time coordinator and full- time advisor). The space is furnished and electricity, Internet, as well as other essential support services are provided. Police Services are available to our students and employees. The Business Office manages FEA funds and provides appropriate accounting services for personnel. These in-direct funding sources are ongoing.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   For this academic year, we partner with Culpeper, Madison, Orange, and Rappahannock counties. School Districts provide the transportation to and from Future Educators Academy, school nursing services, special education services, and food services to their students attending Future Educators Academy.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

   FEA began in August. We have established Governing Board which will meet quarterly. FEA has established an Executive Committee to represent the Governing Board. The FEA Advisory Board will include instructional leaders from both secondary and higher education institutions, business and economic leaders, parents, and others at the discretion of the board.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

   A foundation for FEA will be discussed and would include parents, alumni, business leaders, and other community members interested in raising funds to support future FEA initiatives.

   Additionally, FEA will be expanding to include the school divisions in Laurel Ridge Community College's service region including Clarke, Fauquier, Frederick, Page, Shenandoah, Warren, and Winchester. Discussions will be held with all the superintendents about how best to move forward with funding opportunities for FEA.

   We plan to meet with organizations that finance pathway costs for scholars. We are looking into funding dual enrollment costs while students are in high school and college expenses

after high school. We are exploring how we can partner with organizations to best support our students as they complete an associates degree.

b. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

Future Educators Academy visits the local public schools to have information sessions with high school counselors. Parent Information Sessions and Student Information Sessions have been scheduled.

Students are supported daily by the coordinator to ensure their academic and socio-emotional needs are being met by the Academy. Students' grades are reviewed on a weekly basis and tutoring and learning support is offered to students that require or request assistance by highly trained tutors. The Academy works closely with the high school counselors to ensure students have support at all locations.

We are collaborating with Laurel Ridge Community College which is slated to initiate their program in Fall 2025. We meet weekly to discuss all aspects of FEA. Immediate plans include sponsoring a media blitz on social media platforms that reach students and their families. Personnel from both colleges will attend a meeting at Old Dominion University on November 18 to discuss the following topics:
   c. Curriculum Design
   d. Connecting with similar positions/roles (director/lab school lead; eval/research; partner)
   e. Technical elements/coordination (lottery, recruitment strategies, creating systems)
   f. Fiscal Issues

Both colleges are in the process of hiring personnel.

5. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

FEA launched its first cohort in Fall 2024. Outreach and marketing focused on the success of this cohort will be used for recruiting purposes and for cultivating philanthropic partnerships. The FEA coordinator will work with Germanna and Laurel Ridge's Foundations and grants offices to pursue additional funding opportunities with an eye toward sustainability. The Governing Board will also discuss options for sustaining the program beyond the grant period.

We have actively been meeting with representatives at four-year colleges and universities to promote FEA and to discuss mentoring opportunities, visitations, meetings with education faculty, and the development of guaranteed admissions into the Schools of Education. As part of this process, we are learning of internship possibilities for our students in the summer months to better prepare them to be future teachers. We are actively seeking revenue streams to support paid internship opportunities.

We are expanding our student enrollment by scaling FEA to Laurel Ridge. Laurel Ridge will host as many as thirty students at the Middletown campus. There will be fifteen students at the Fauquier campus. The original proposal suggested that twenty-four students would attend the first year at Laurel Ridge Community College. This is an increase of an additional twenty-one students in Year 2. It is anticipated that over the four years, Laurel Ridge will host ninety students in Years 3 & 4, an addition of thirty-three students during the grant cycle. The demand for FEA is great in the Germanna and Laurel Ridge service regions. There is a shortage of qualified teachers in classrooms in our rural school divisions. We are maximizing every dollar provided through the GAN.

6. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

   We are partnered with ODU. The monthly meetings are helpful to connect with other lab school partners. ODU representatives are available and ready to assist with all aspects of beginning a lab school. The collaboration among the network is valuable to ensure best practices and shared knowledge.

   a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

   Assistance with licensure and reports needed for data collection would be beneficial to the team. A meeting with representatives for a walk through of these reports collaboratively with the network of schools all reporting alike.

7. What are helpful resources for VDOE to best support you and your team?

   The VDOE data management team has been especially supportive in helping to complete the ERA, MSC, and PEC. Specialists for each have held video conferences to assist with the reporting requirements and how to complete the data as a lab school. It would be helpful to have these meetings prior to the window opening to help new lab schools understand what they need to complete the requirements. These reports are not user friendly to complete and have multiple steps. As this is a new process for VDOE and data collections, there are data pieces that are difficult to answer without direct support from the data collection representative. It would be helpful to have a direct approach, or a beginning of the data cycle conference to help Lab Schools submit data reports for the first time.

8. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

   We believe that the best route to sustainability is demonstrating that FEA can be successful, and graduates will fill critical teacher shortages. Considering this, the FEA Coordinator and team have worked tirelessly to support current students, build relationships with high school counselors and staff, and grow the program in a way that will produce the most dedicated and prepared teachers of the future.

School Name: Mountain Gateway Technical Education Center (MG-TEC)
Lead IHE: Mountain Gateway Community College
Fiscal Agent & Partner: Old Dominion University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   Mountain Gateway Community College has committed 10% of their Perkins and ETF funds for a total amount of $16,000 annually for equipment and technology to support the Lab School.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   Students will have transportation from schools using the pre-existing transportation network provided for other programs at Mountain Gateway Community College (Jackson River Governor's School and Dual Enrollment programs in Electrical & Instrumentation, Welding, and Heath Care.) The Lab School will follow the same schedule as these existing programs to utilize this transportation. Representatives from each district's School Board Office serve on the MG-TEC Governing Board. At each of the quarterly Governing Board meetings, an agenda item discusses sustainability. The proposed sustainability budget presented to the Governing Board includes per-pupil funding provided by the school district for each student in an amount proportional to the educational resources provided by MG-TEC.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

   MG-TEC faculty and administrators shared information about the school's vision and goals to members of the AFCEA International Rockbridge Shenandoah Chapter and the Virginia Innovation Accelerator (VIA). AFCEA focuses on the Department of Defense, the intelligence community, and national security. Members have connections to local businesses and experts in Cybersecurity and Information Technology, the focus of MG-TEC. VIA supports local small businesses. MG-TEC representatives plan to connect with local Chambers of Commerce and Economic Development groups in the region.

   Virginia Military Institute, a local higher education institution, has one of six Department of Defense Cyber Institute programs across the nation. Their Cyber Defense Lab (CyDef) trains students in cybersecurity and provides outreach opportunities for high school students in the region. There are planned events co-sponsored by the CyDef Lab and MG-TEC to recruit and educate students in the field of cybersecurity.

The Director of the Connolly Center for Entrepreneurship at Washington and Lee University is a member of the MG-TEC Governing Board. This leadership provides insight into area businesses and employer needs in the area.

Mountain Gateway Community College opened its Career Services Center in January 2024 and connects employers in the area to MGCC students. MG-TEC has discussed internships and business partnerships through collaboration with the Career Services Center.

The MGCC Educational Foundation works with area businesses and community members to support students and educational opportunities at MGCC. MG-TEC and the Educational Foundation will work together to build employer partnerships in the upcoming year.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

   In the upcoming year, MG-TEC will establish MOUs with partner school divisions to agree on tuition costs for students participating in MG-TEC to cover operating costs. MG-TEC will also develop strategic partnerships with the business community in the area to financially support MG-TEC students, as well as collaborate with student projects, hands-on lab experiences, and internships.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

   MG-TEC held a student recruiting event on October 31 to engage over 75 potential students in the fields of Cybersecurity and Information Technology. Students from Virginia Military Institute will present research on Cybersecurity to parents and students interested in MG-TEC and provide additional outreach opportunities.

   MG-TEC faculty and administrators are visiting each high school in the area multiple times to connect with interested students, distribute information to teachers/counselors/administration, present at high school Parent Curriculum Nights. MG-TEC representatives will also visit local schools' e-Sports clubs and Cyber Clubs to recruit students. Each summer, MG-TEC will support a CyberPatriot Camp for area high school and middle school students to provide an opportunity to learn about cybersecurity and the Lab School.

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

   MG-TEC faculty and administrators are establishing partnerships to deliver affordable textbook options and to provide certification exams at no cost to students. MG-TEC will establish a Pearson VUE testing center to provide access to certification testing in the area. MG-TEC faculty and administrators are building relationships with university students and

faculty to provide mentoring and support to students in MG-TEC program and provide additional experiences for students to explore IT fields. Ongoing collaboration with the VMI CyDef Lab and the local AFCEA chapter will provide opportunities for students to connect with academic programs and business leaders in technology in the area.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

   Yes; the regular support of ODU has been valuable in answering questions about starting the MG-TEC Lab School, designing assessment strategies, developing curriculum, and connecting with other schools.

   a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

   The ODU Network continues to provide excellent opportunities for professional development, collaboration with other Lab Schools, and support with curriculum development. MG-TEC is receiving sufficient support at this time.

8. What are helpful resources for VDOE to best support you and your team?

   MG-TEC would benefit from additional guidance on the evaluation of program objectives, professional development opportunities, and licensure support for faculty. MG-TEC would also find useful information related to successful recruiting and the available grants that could help support MG-TEC.

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

   Not at this time.

School Name: Isle Maritime Trades Academy
Lead IHE: Paul D. Camp Community College
Fiscal Agent & Partner: Old Dominion University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   The college has secured a long-term commitment from the Isle of Wight County Board of Supervisors to provide a facility for the lab school, with no associated costs. Additionally, the college received a one-time donation of a building valued at $1.1 million in Suffolk, enhancing the hands-on experiences for Lab School students. Other one-time funding sources include Blue Forge ($3,093,983), the Blocker Foundation ($250,000), and VCCS FY 25

Workforce Funding ($193,000), all contributing to the facility space in Suffolk for hands-on student engagement.

In year 5, the college will use FTE Funding (approximately $176,178 per year) from the dual enrolled students, $360,000 from FastForward for student enrolled in maritime- specific trades courses in the spring semester of their senior year, $50,000 from Equipment Trust Fund per year to support technology needs, and indirect higher education support from the college. The college also anticipates revenue from the Hampton Roads Workforce Council.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

Isle of Wight County Schools will provide the following in-kind resources and services in accordance with the fully executed MOU between Camp/IMTA and IWCS.

Provide and manage the logistics and cost of student transportation to and from Camp's Center at Smithfield, Camp's Workforce Trades Innovation Center, Smithfield High School, Windsor High School, and all experiential learning sites for IMTA students.

Provide and manage the logistics and cost of student extracurricular activities including school sports for IMTA students originating from IWCS.

Provide meals for all IMTA students.

Identify and provide the necessary supports for students with disabilities, students who are English Language Learners, students who are not meeting academic progress benchmarks and student learning outcomes in their courses, and gifted students who are enrolled in the IMTA.

In collaboration with Camp, ensure student access to counseling, support services, and accommodations as necessary for IMTA students.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

This process will begin to take place in the spring of 2025 after the establishment of a philanthropic plan.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

As part of year zero of the project, the college is currently creating a philanthropy plan with our partners to include grant applications and other donations. As part of the start-up phase zero of the project, the college is actively developing a comprehensive philanthropic plan in collaboration with our partners. This plan will encompass grant

applications and other forms of charitable contributions, ensuring a robust foundation of support for the initiative's long-term success.

a. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

The next steps for new student recruitment and parent outreach for the 2025-2026 school year will include hosting open houses and informational sessions. These events will provide prospective students and their families with opportunities to learn more about IMTA. Additionally, we will collaborate with local schools to present information on the lab school's unique offerings and educational advantages. This strategic approach aims to engage the community effectively and inform potential students and parents about the benefits of joining IMTA.

5. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

We are currently in the initial stages of establishing this process to ensure that, by year five, the project will achieve full sustainability.

6. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? Yes.

If so, what are some of the components you find most useful? If not, why?

The components as designed by ODU's Center for Educational Innovation and Opportunity - Lab School Network to provide the following to the Virginia Lab Schools has been most helpful:
    b. Coaching for lab school leaders
    c. Subject matter expertise
    d. A forum for data sharing
    e. Research support
    f. Professional development
    g. Facilitating cross-lab school sharing, including site visits and role-alike connections
    h. Identifying innovative, scalable, and sustainable educational practices benefitting K-12 and higher education
    i. Network-wide design thinking opportunities

a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

The fiscal agent partnership is set to officially begin in July 2025. ODU has been a valuable resource, facilitating a network where all Lab Schools can share knowledge and experiences

to their mutual benefit. The support provided by ODU as a Fiscal Agent and Partner has been thorough and effective.

7. What are helpful resources for VDOE to best support you and your team?

   Continued technical support and workshops: Regular sessions on current Lab school practices, policies, and other updates.

8. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

   At this time, there is no additional information regarding this year's lab school initiatives and sustainability efforts to report to the VDOE.

School Name: Explore@RC
Lead IHE: Roanoke College
Fiscal Agent & Partner: Old Dominion University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue steams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   Explore@RC is in its start-up year and has not yet begun external solicitations. However, Roanoke College generously provided in-kind tuition and operating funds for a small pilot year (for instructional costs, books, and food items). As such, ten local high school students are participating in pilot classes and programming on Roanoke College's campus to help streamline operations for the full launch in Fall 2025. This one-time support allows Explore@RC to scaffold its approach for a much larger population of students and has already provided important insights into how to improve admissions processes, instructional design, student success support, advising, and a few adjustments required for budget.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   For Explore@RC's pilot year, one MOU is in place with a local school district (Salem City Schools). The partnering school district provides transportation to and from Roanoke College to the home school division. Students eat lunch at their home school divisions, and the high school maintain IEPs and educational support services. For the first full operational year of Explore@RC (beginning in August 2025), the program plans to have two additional MOUs secured with Roanoke County and Roanoke City Public Schools—both are currently pending and will mirror the existing partnership with Salem.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

Thus far, Explore@RC has built an Advisory Board with members from various local businesses, school divisions, and representatives from our school's three career pathways. Next year, senior students will participate in a capstone course, working with local non-profits to expand community partnerships and job shadowing. The Director of Civic Engagement at Roanoke College is currently laying the groundwork for the capstone course and is building upon existing partnerships with approximately 25 nonprofits to plan how to engage Explore@RC students. One additional opportunity identified has been a partnership with a large local healthcare employer, which has extended an invitation to Explore@RC to allow students in the STEM/Healthcare pathway to visit the hospital for job shadowing as part of the program. The project team will continue to expand its reach and partnership pipeline with community organizations and local employers through official MOUs and letters of commitment over the pilot year.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

   Explore@RC is currently working on an aggressive fund-raising plan that will entail building an endowment to support the program long-term. The team has contracted additional grant support in this start-up year to ensure this level of activity and outreach. At present, the fundraising team plans to submit grant proposals to 10 foundations with solicitations totaling $820,000 over the next 9 months (this is a combination of national foundations, corporate foundations, and local, community foundations based in Roanoke).

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

   Roanoke College's Marketing and Communications team, Admissions Office, and the Explore@RC team are working collaboratively to build a full recruitment and marketing plan to build a pipeline for the 2025-2026 school year. Plans include on-campus open houses, Explore@RC Day, local media coverage, several presentations at local school divisions, and flyers with community partners. Specifically, special recruitment events are planned for the following dates:

   Our admissions office at Roanoke College has planned an Explore@RC Day on March 28th, 2025. This event will coincide with regional spring breaks for school divisions and allow an opportunity for students and parents to meet with Explore@RC and tour the campus.

   We have three tentative open houses scheduled that will run from December 2024-March 2025.

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

Roanoke College has a strong relationship with the Roanoke Valley-based non-profit community. Roanoke College's division of Civic Engagement is leading the capstone course, which will help students build partnerships and relationships outside of the classroom. This will be done to engage the local community and will work in tandem with the aggressive fundraising and grant submission plan.

Explore@RC plans to add additional summer learning opportunities for students in K-12 working with local partners. These opportunities will be focused on literacy and science enhancement and will create a stronger recruitment pipeline for the students to participate in Explore@RC. One current Summer 2025 plan is "River Roots"- a weeklong STEAM camp for rising 9th and 10th graders highlighting the ecological and cultural roots of Roanoke Rivers through environmental study, storytelling, history, and creativity. While this will engage other faculty members from Roanoke College, it will also engage local historians, artists, and Parks and Trails employees. The Explore@RC team is seeking a corporate sponsor or grant to fund scholarships to make the program affordable for local students. This is just one example of a pipeline program being considered to expand the reach of the lab school.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

   Yes, we are actively involved with the ODU Center for Education and Innovation. Meeting with the other schools is a constructive way to understand the state-wide approach to supporting students.

   a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

   A better understanding of roles and responsibilities is needed. Each school needs various levels of support and guidance. This has made the partnership more challenging. While some may need curriculum guidance, others do not. Roanoke needs operational support and space to create more sustainable practices. Explore@RC does need help with procurement, licensure questions, and reporting/metrics.

8. What are helpful resources for VDOE to best support you and your team?

   It would be helpful to have a single point person at the State level to meet with monthly to stay on track and compliant with the grant regulations.

9. Is there anything else VDOE should know about this year's lab schoolwork and sustainability efforts that you are engaged in?

   Not at this time.

School Name: Southwest Virginia Healthcare Excellence Academy Lab School
Lead IHE: Emory & Henry College
Secondary IHEs: Virginia Highlands Community College & Wytheville Community College
Fiscal Agent & Partner: Old Dominion University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   The Southwest Virginia Healthcare Excellence Academy Lab School (HEALS) has not received any funds outside of the funding provided through the Virginia College Partnership Laboratory School Grant. In the submission of our grant application and with further communications with the VDOE and the State Board of Education, the HEALS Program has provided an overview of our sustainability plan that includes grant funding and the support of our partnering public school divisions. The Sustainability Plan detailed the creation of the SWVA-HEALS Advisory Council and the role of the Advisory Council in leveraging philanthropic groups who are supportive of educational and healthcare specific causes. The Council has membership that includes representatives from organizations who have indicated a willingness to provide financial support such as the Wellspring Foundation of Southwest Virginia, Virginia Ballad Health, the United Way of Southwest Virginia, the Smyth County Community Foundation, and Go Virginia. Meetings of the Advisory Council include sustainability as an agenda item and discussion is directed to identifying and cultivating relationships with potential partners. As we are early in the initiation phase of HEALS and being four years away from the first of our sustainable years, we have not sought and are unable to identify committed funding to our program. Public School systems and most philanthropic groups operate on an annual budget, and it is not possible for the school systems to commit to a funding amount that is not needed until year five of our program, and the giving organizations generally do not accept grants four years in advance.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   The four partnering school divisions (Bristol City, Smyth County, Washington County, and Wythe County) have committed to providing transportation services for HEALS students and activities. This is demonstrated each day as they transport the first class of HEALS students to our campus sites, transport students to job shadowing opportunities, provide transportation to college visits, etc. Transportation is the responsibility of the home school divisions, and each assumes the total cost.

   The four school divisions have pledged assistance with special education services and are willing to provide services and resources as needed by the SWVA-HEALS Program.

The four public school divisions are willing to provide additional assistance with sustainability as needs arise in budgetary categories including professional development, instructional supplies, instructional technology, mobile hotspots, consumable lab supplies, and textbooks. This support will be on a need-based request.

Per pupil funding has been discussed and the school divisions have pledged to provide a per pupil fee for each student attending the SWVA-HEALS Program from their respective divisions when we reach the fifth year, and which is the first that is to be sustained without the funding of the Virginia College Partnership Laboratory School Grant. The amount per pupil has not yet been established, due in part to the inability of school divisions to pledge specific dollar amounts from school budgets years into the future, but it is anticipated that SWVA-HEALS would receive an estimated twenty-five to forty percent of the overall budget from partnering school divisions. The HEALS Program will review the budget annually and will identify possible budget adjustments that may alleviate costs. This is an ongoing discussion.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

The leadership of the Southwest Virginia Healthcare Excellence Academy Lab School has worked to create relationships with the healthcare community in Southwest Virginia. The SWVA-HEALS Advisory Council was created to provide additional opportunities for our students in the healthcare field, to assist in the evaluation of the curriculum, and to leverage philanthropic groups who are supportive of educational and healthcare specific causes. This Council includes leaders in all areas of healthcare who understand the needs of the industry in SWVA, and are willing to assist our students by exploring, identifying, and creating opportunities for the HEALS students to gain experience prior to graduation of high school.

Additionally, SWVA-HEALS is able to expand the relationships with the healthcare community and continue to access more healthcare providers as the success of our program and of our students is publicized. The SWVA-HEALS Program is building a network and opening new opportunities for our students in hospitals, offices, clinics, etc. throughout Southwest Virginia.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

The critical steps that will be taken by the SWVA-HEALS Program in the coming year will be the continuation of the building of relationships that will lead to financial support. It is imperative that the SWVA-HEALS leadership seek opportunities to present information about the HEALS Program, share the success of the current students, demonstrate how the program is designed to provide healthcare workers through the "grow your own" concept, and seek additional funding opportunities. We are not at the point where we can apply for grants or solicit funds since the organizations that we are

courting are organizations that provide funding on an annual basis. We do not have any partners who will provide funding four years in advance of our need.

The leadership of the HEALS Program have discussed and will explore the possibility of establishing a foundation that would provide an avenue to begin soliciting donation that can be held until needed.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

    The Southwest Virginia Healthcare Excellence Academy Lab School welcomed our first class of students in person in August. This first class consists of students in the 11th grade. We will start our second class of students who are 10th graders during the second semester of the 2024-2025 school year.

    We are working to create a welcoming environment and establish relationships with the students in these first two classes. Our efforts are to learn more about each individual student and their areas of interest so that we can structure our activities and job shadowing the meet these interests. We are providing academic support for our students to assist them in being able to adjust to the rigor of the program.

    Efforts to recruit out third class will begin this semester and continue into the early parts of the second semester. Representatives of the HEALS Program will present to ninth graders at each of the eleven high schools that are served by the HEALS Program. Presentations will be made to the eighth-grade students in each of the middle school in the partnering school divisions. These presentations will coincide with high school scheduling and will be prior to the opening of the HEALS application process. Each presentation will stress that the HEALS Program is open to all students and that the program will structure opportunities to meet the interests of the students.

    The HEALS Program will provide brochures to be available in each of the high schools and middle schools for students and parents. A new website is being developed and it will allow information and resources related to SWVA-HEALS to be more readily available to parents and the public. Scheduled virtual meetings will be held with parents of interested students prior to the opening of the application process. These sessions will be used to provide information and answer questions.

6. How are you engaging and cultivating philanthropic partners to support student /grade level expansion and your 5-year sustainability plan?

    The student enrollment for HEALS was established at approximately 50 students per grade level. This enrollment was determined based on the campus space and facilities that are available to the program. This enrollment number has proven to be very close to the interest that has been displayed by the number of student applications in the first two

cohorts. SWVA-HEALS is a healthcare focused Lab School and the interest in the field from the four rural school divisions has proven to be in line with our expected enrollment.

Our philanthropic partners are supportive of our program and have indicated a willingness to support the program financially. Members of these organizations are included on the Advisory Council of the SWVA-HEALS Program and these members are expected to assist the HEALS leadership team in evaluating the curriculum and the overall effectiveness of the program. This sustained involvement engages the partners, builds a sense of ownership, and cultivates the willingness to financially support the program. Other members of the Advisory Council are respected members of the healthcare community and through discussions of the Council, the philanthropic partners gain a greater understanding of the benefits and successes of the program.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

The Southwest Virginia Healthcare Excellence Academy Lab School does actively participate in the ODU Center for Education Innovation and Opportunity's Lab School Network. The Lab School has found the dialogue from all of the participants to be valuable. It has been helpful to hear from the other Lab Schools of their challenges and struggles and how these have been overcome. The discussions have proven that the obstacles that each Lab School have faced have been similar and the experiences have been valuable in how to meet these challenges.

It is exciting to have ODU involved with professional development opportunities and the ability to visit and observe working Lab Schools. ODU has also been very helpful in creating more communication with the VDOE. One voice to ask and express our needs has provide a positive interaction with the VDOE.

a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

The SWVA-HEALS Program is working with ODU as a Fiscal Agent and Partner. ODU has provided financial resources and have been very receptive to our needs and questions. We have had good experiences working through the challenges of building a financial partnership and are thankful for this opportunity with ODU.

8. What are helpful resources for VDOE to best support you and your team?

The best support that the VDOE can provide the SWVA-HEALS program is communication. The opportunity to ask questions and know that answers are forthcoming has been and continues to be the greatest resource provided by the VDOE. The SWVA-HEALS Program has been supported and guided by VDOE representatives and without this support the HEALS Program would not be an established Lab School.

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

The SWVA-HEALS Program is currently serving forty-five students and has another forty-nine students enrolling in January of 2025. Our current students are attending classes on the campuses of the Emory and Henry Health Science Campus and the Southwest Virginia Higher Education Center daily. These students have shadowed healthcare providers for over twenty hours during this first semester and have many more shadowing opportunities scheduled. Students are receiving hands-on instruction in healthcare focused skills. The SWVA-HEALS students have become the best ambassadors for the program as they conduct themselves as healthcare professionals in hospitals, clinics and offices in Southwest Virginia. The quality of the HEALS students and the successes that they continue to experience are an added source to build sustainable relationships for the program.

School Name: JMU Lab School for Innovation & Career Exploration
Lead IHE: James Madison University
Secondary IHE: Blue Ridge Community College

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue steams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

Non-general fund monies have been committed from multiple sources, including the following:

Program Specialist Salary & Benefits (0.5) (in-kind from JMU; ongoing)-$28,200
Administrative Assistant (0.3) (in-kind from JMU; ongoing)-$24,814
EL Teacher (0.2) salary & benefits (in-kind from RCPS; ongoing)-$14,100
EL Paraprofessional (0.2) salary & benefits (in-kind from RCPS; ongoing)-$4,230
SPED Teacher (0.5) salary & benefits (in-kind from RCPS; ongoing)-$35,250
Facility Renovations (in-kind from RCPS; one-time)-$86,500
Classroom Space (in-kind from JMU; ongoing)-$20,000
Office Space (in-kind from JMU; ongoing)-$8,400
Technology (in-kind from JMU; ongoing)-$14,000

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

RCPS will contribute all costs for transportation starting in Year 3 to JMU for college-level coursework. Blue Ridge Community College will contribute all costs for transportation starting in Year 3 to BRCC for dual enrollment coursework. RCPS has been contributing all staffing for SPED and EL services and will continue to do so. JMU's Special Ed faculty are connected to RCPS to ensure there is a bridge of best practices across entities.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

   Dynamic Aviation is a business community partner and a representative serves on the governing board for the Lab School. We have begun working with JMU's Research, Economic Development & Innovation Division, as well as the School of Professional and Continuing Education to plan for strategic outreach with the business community. Dr. Hadley and Dr. Zugelder (Associate Dean) presented to JMU's Corporate and Foundation Relations team and works with the team ongoing to develop and track future business partners. Since the lab school is connected to industry, Blue Ridge Community College faculty have begun planning with our team to track plans for dual enrollment but also connection to industry (Sentara, Merck). On November 7, 2024, the JMU team will present updates to the JMU Board of Visitors on the lab school and will engage Board of Visitors members to provide strategies in expanding the business community partnerships. Note that the President & CEO of Dynamic Aviation serves on JMU's Board of Visitors.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

   The Lab School leadership team meets weekly with RCPS principals to plan for needs (short-term and long-term). This weekly meeting has resulted in planning for Year 2, which subject areas, and the staffing needs. Because the funding does not account for replacement costs to RCPS for staffing, the school division principals have developed a staffing plan to ensure that lab school programming is covered, and non-lab school programming is covered. As the lab school program grows, additional sustainability pieces will be required. The school division has proposed hiring two paraprofessionals dedicated to lab school (in-kind to RCPS) that will be proposed to the school board this year. The principals are planning with the lab school team to ensure that electives, core curriculum, advanced diploma, IB courses, and dual enrollment are planned for starting this year, since capacity building is required and in-kind resources from RCPS will be needed.

   Additionally, with the JMU College of Education as the highest earner of external funding at the university, existing grant resources can be leveraged to grow revenue. An example of this is the Grow Your Own program which is designed to recruit and retain high school students to enroll in teacher education. Another example is the Virginia New Teacher Support Program and Virginia Principal Support Programs, both external initiatives that generate revenue from the school divisions for participation. This model can be scaled up (RCPS is a participant and pays a per-participant cost annually); a precedent has been set for shared costs in this manner.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

The Executive Director and high school principals are planning on meeting with middle school principals prior to 8th grade students registering for high school courses to coordinate recruitment efforts. Parent meetings will be offered in each of the middle schools to inform parents of Lab School's vision, mission and purpose along with the application process. Families will be provided with contact information to encourage open communication and dialogue in order to help determine and inform families if Lab School is the appropriate approach to learning for students as individuals. Information will be shared with families through school and county websites to help inform parents of the initiative. Lab School information and updates are provided quarterly to families. This includes feedback and reflections from students, principals and teachers as well as insight into current and upcoming events/learning opportunities within the Lab School. Families are strongly encouraged to have open communication and dialogue with building principals, teachers and the executive director throughout the school year. 10th grade course offerings will be shared with families during the 2nd quarterly parent communication, which will be published prior to 2025-2026 registration dates. This timeline is intended to help parents and students make informed decisions as to whether students will continue with enrollment in Lab School for the upcoming school year.

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

   Drs. Hadley and Zugelder were invited to present to the JMU Advancement team in August. Advancement Officers assigned to the College of Education identified the needs for short-term and long-term (including sponsorship of per pupil costs once lab school funds are spent).

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

   We have not been actively engaged in the ODU Center to this point; however, our team was invited to the November 18th meeting at ODU and Dr. Hadley, along with our Community Engagement Liaison, will attend. We recently learned that the Director of the center met with our VP for Research, Economic Development and Innovation; however, she has yet to reach out to the JMU lab school team to intentionally connect.

   a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

   N/A

8. What are helpful resources for VDOE to best support you and your team?

   There were supposed to be ongoing compliance meetings for lab school teams. It would be helpful to have ongoing meetings to ensure our school is compliant. We are especially

concerned about the licensure requirements for teachers (especially when our students will take coursework at the community college and JMU during Year 3).

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

There is a lot of excitement and buzz around the community for lab school (including the RCPS School Board and Rockingham County Board of Supervisors), and we are confident that sustainability will be natural due to the impact students and families have already expressed.

School Name: SmithTech: School of Computer Science, Innovation and Design (formerly Computer Science Lab School)
Lead IHE: Old Dominion University
Secondary IHE: Tidewater Community College

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue steams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

We currently do not have outside funds committed beyond the grant funding, institutional support, and division support.

All of our ODU Lab Schools are currently in their planning year. Key industry, philanthropic, and individual partners have been identified and are in communication with University partners to establish strategic, long-term partnerships. While no non-General Fund monies have been received yet, discussions are ongoing to secure both one-time and ongoing funding to sustain and expand our projects in the future.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

Division personnel have offered to provide the teachers for the lab school (with a stipend via the grant), space for the school, in-division support for the program with central office and/or building level support, lunches for students, special education services, and transportation for in-zone students.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

SmithTech: School of Computer Science, Innovation and Design has actively engaged with industry partners such as the Tidewater Chapter of the American Society of Naval Engineers (ASNE-TW), the City of Chesapeake, Amazon, TMI Technical Solutions, Hampton Roads Executive Roundtable, Chesapeake Department of Development, Hampton Roads Workforce Council, Hampton Roads Chamber, and the Virginia Ship Repair Association. Additionally,

we've initiated outreach to CodeVA and CodeRVA for site visits and implementation support. Over the next year, we plan to strengthen these partnerships and explore new collaborations to further enhance student opportunities and workforce development in the region.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

We are engaged in a multi-pronged approach to revenue growth, which includes cultivating funders, securing grants, and exploring revenue- generating opportunities. The coming year is pivotal for advancing our 5-year sustainability plan, which focuses on securing the financial and academic future of the Lab School Network. We are employing a multi-pronged approach to revenue growth, including donor cultivation, grant acquisition, and revenue-generating initiatives, ensuring a sustainable, high-quality education model.

Central to this plan is building a coalition of partners. Old Dominion University (ODU) and Chesapeake Public Schools (CPS) are leveraging ODU's STEM ecosystem to secure funding and resources beyond the initial grant period. This includes targeted fundraising efforts led by ODU's Philanthropic and Corporate Outreach team, supported by a new sustainability committee that will oversee financial strategies and outreach.

Community and workforce partnerships are also key. Collaborations with local industry leaders will keep our curriculum aligned with workforce needs, providing students with experiential learning opportunities that prepare them for future careers. Within ODU, partnerships with the Darden College of Education, College of Sciences, Department of Computer Science, Tech Talent Pipeline, and School of Cybersecurity will enhance academic offerings.

We will deepen ties with organizations like CodeVA and CodeRVA, whose mentorship and site visits provide valuable real-world insights. Additional support from the ODU Center for Education Partnerships, Center for Educational Innovation and Opportunity, and Office of Corporate Partnerships will expand our industry connections.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

Ongoing community outreach is central to the SmithTech: School of Computer Science, Innovation and Design recruitment for the 2025-2026 school year. Family engagement nights featuring hands-on computer science activities are scheduled through January, coinciding with the application window opening. During these events, parents can attend Q&A sessions while students participate in activities, fostering connections between students, families, and the school. More event details about family events happening the next 3 months can be found here.
    Some of the October events for outreach coming up are:
        a. Oct. 22nd- Worlds of Work event

      b.   Oct. 24th- Fall Fest recruiting at OSM

      c.   Oct. 30th- CTE Advisory Board Presentation

      d.   Oct. 30th- AVID/ CS Field Trip to ODU

[OSM SmithTech: School of Computer Science, Innovation and Design](#) from August 2024 to September 2025 for community outreach and engagement.

8/23/24: Meet with the SchoolMint team to draft the enrollment application process for parents and discuss the lottery system. The enrollment process will be 8-10 weeks live after contract. More details about the SchoolMint meeting [can be found here.](#)

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

Our university is actively engaged with philanthropic partners to explore the ways we they can support and expand our schools.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

Our lab school is a part of the ODU network. The school benefits greatly from a range of strategic supports aimed at enhancing both teaching and learning experiences. Weekly cross-lab school meetings enable collaboration and idea-sharing, helping to refine and expand innovative practices across sites. Design thinking support empowers our educators to approach challenges creatively, while makerspace collaborations allow our schools in Year 0 to design innovative learning environments where students will engage in hands-on learning that nurtures problem-solving and technical skills. Additionally, we have dedicated evaluation and research support, and curriculum writing training

    a.   If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

8. What are helpful resources for VDOE to best support you and your team?

We would appreciate VDOE's support in fostering government relations with potential business partners interested in advancing the Lab School mission. Additionally, scheduling discussions on course waivers and seat time waivers would be welcome, as well as looking at licensure options for non-traditional educators (industry, higher ed faculty).

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

ODU is leading a K-12 pipeline to prepare students for higher education and workforce development in critical STEM industries essential to Virginia's economy. Our strategic alignment across all four Lab Schools, in collaboration with our Lab School Network partners, is building a foundation for a future-ready workforce. Through cutting- edge

instruction and research, both on campus and online, we are ensuring students are equipped to meet the demands of the Commonwealth's growing industries.

OSM Career Investigations Scope and Sequence is under construction for the Career Investigations class by fusing together GO TEC and the Career Connection VDOE standards. We are working on creating storyboards for the GO TEC career pathways. Picture this- a hurricane hits Hampton Roads and the first group to respond are the healthcare workers (enter week 1 where students explore the healthcare technologies in response to the destruction from the hurricane) and then down the line it's time for the ships to be fixed in harbor (enter the welding unit), etc. We will be following a hurricane storyboard with 6th grade PREPARING, 7th grade RECOVERING and 8th grade REBUILDING Hampton Roads.

The CPS Teaching and Learning Team, as well as the Career and Technical Education team mapped out the crosswalk for the new CS standards and integration within the CPS curriculums. CPS Core Contents and Computer Science standards crosswalk is almost complete.
    a. OSM Lab School Content & CS Strand Alignment Map 6th Grade Planning Guide
    b. CONTENT CS Curriculum/ Strands Crosswalk

A request to add a Music Technology class has been submitted to the CPS Curriculum Council for review to utilize the recording equipment donated by the iLab. We visited Hampton High School's music academy that gave way to design ideas for music recording/production class that is being proposed to the CPS Curriculum Council on Friday, October 25th.

The final SmithTech: School of Computer Science, Innovation and Design Teacher Team of 26 educators has been established. They began the CodeVA module on launching CS, GoTec training, and curriculum design for enhanced electives. Two of our educators have teamed up to co-teach around metrology and measuring circumference (the GOTEC metrology unit can be found here).

The pilot lesson planning process for the second semester with 5E's and AVID strategies has started. A template of the OSM Computer Science Integrated lesson sketch that has been drafted.

School Name: Maritime Engineering and Environmental Studies Academy
Lead IHE: Old Dominion University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue streams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

We currently do not have outside funds committed beyond the grant funding, institutional support, and division support.

All of our ODU Lab Schools are currently in their planning year. Key industry, philanthropic, and individual partners have been identified and are in communication with University partners to establish strategic, long-term partnerships. While no non-General Fund monies have been received yet, discussions are ongoing to secure both one-time and ongoing funding to sustain and expand our projects in the future.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   Division personnel have offered to provide the teachers for the lab school (with a stipend via the grant), space for students to attend virtual courses and in person courses, in-division support for the program with central office and/or building level support, lunches for students, special education services, and transportation.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

   In January, the MEESA team held a maritime industry meeting to initiate conversations and begin building relationships with industry partners. These partners helped to brainstorm a maritime-related camp to offer to students as a recruitment effort.

   As an initial recruitment effort, the MEESA team worked to offer a maritime camp as a part of the existing NNPS STEAM Summer Camp offerings. This camp allowed rising 9th and 10th graders to dip their toes into the maritime field, exploring it from environmental, engineering, and technological perspectives. The camp offered students the opportunity to work with maritime professionals. They were guided through the process of designing prototypes to address industry challenges, with final projects focusing on worker safety and pollution reduction. Twelve students piloted this program. This program leaned on industry organizations and professionals from 17 different maritime organizations within the Hampton Roads area.

   As we continue through year 0, the MEESA team will work to engage industry professionals during student recruitment experiences as well as work with them to build out the second year of the maritime-related summer camp.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

   We are engaged in a multi-pronged approach to revenue growth, which includes cultivating funders, securing grants, and exploring revenue- generating opportunities.

   The Maritime Engineering and Environmental Studies Academy (MEESA) is built on a robust sustainability plan that leverages strategic partnerships and diverse revenue

sources. Working closely with Old Dominion University's (ODU) maritime ecosystem, the City of Newport News Economic Development Authority, the Hampton Roads Workforce Council, and the ODU Maritime Advisory Council, MEESA secures funding and in-kind support to ensure long-term viability. ODU's Philanthropic and Corporate Outreach team leads targeted fundraising efforts, while the Community Engagement and Recruitment Coordinator develops partnerships with community organizations and non-profits. Letters of support from regional leaders and organizations reinforce MEESA's strong network of sustainability partners.

A sustainability committee, meeting monthly, oversees financial planning and outreach. The committee includes representatives from ODU, Newport News Public Schools (NNPS), the maritime industry, and local businesses. This group identifies and secures funding through grants and corporate sponsorships. MEESA also collaborates with the Institute for Advanced Research and Learning to sustain the GO TEC® Teaching Lab, a key resource for hands-on STEM education, with additional funding actively pursued to maintain its impact.

NNPS supports MEESA by integrating academic personnel costs into its base budget, while ODU's Darden College of Education & Professional Studies has submitted a congressional appropriations request to fund a paraprofessional licensure consortium. Combined with ODU tuition discounts and financial aid, these initiatives enhance MEESA's professional development pipeline and operational stability.

ODU provides comprehensive risk management through Virginia's Risk Management Plan, covering general liability, property damage, professional liability, and more. The ODU Office of Risk Management ensures all authorized Lab School activities are protected, supporting MEESA's operations both on university property and leased spaces. MEESA's governing board is designed for continuity, maintaining oversight and operational stability even during staff transitions. This governance structure, alongside strong financial planning and risk management, ensures MEESA's long-term sustainability as an innovative leader in maritime engineering and environmental studies.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

Three current student recruitment efforts will lead up to the application process:
- Participation in the Maritime Career Festival: The Propeller Clubs of Norfolk/Newport News are hosting a Maritime Career Festival for families at the Mariner's Museum on October 19th. The MEESA team will be there to provide a hands-on activity and provide more information about MEESA.
- NNPS Magnet Program Recruitment Night: On Monday, November 21st, NNPS is hosting a Magnet Program Recruitment Night and the MEESA team will host a table.
- MEESA Open House: On November 14th, the ODU Brooks Crossing Innovation Lab will host an open house for interested 10th graders.

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

    Our university is actively engaged with philanthropic partners to explore the ways we can support and expand our schools.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

    Our lab school is a part of the ODU network. The school benefits greatly from a range of strategic supports aimed at enhancing both teaching and learning experiences. Weekly cross-lab school meetings enable collaboration and idea-sharing, helping to refine and expand innovative practices across sites. Design thinking support empowers our educators to approach challenges creatively, while makerspace collaborations allow our schools in Year 0 to design innovative learning environments where students will engage in hands-on learning that nurtures problem-solving and technical skills. Additionally, we have dedicated evaluation and research support, and curriculum writing training.

    a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

8. What are helpful resources for VDOE to best support you and your team?

    We would appreciate VDOE's support in fostering government relations with potential business partners interested in advancing the Lab School mission. Additionally, discussions on course waivers and seat time waivers would be welcome, as well as looking at licensure options for non-traditional educators (industry, higher ed faculty).

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

    ODU is leading a K-12 pipeline to prepare students for higher education and workforce development in critical STEM industries essential to Virginia's economy. Our strategic alignment across all four Lab Schools, in collaboration with our Lab School Network partners, is building a foundation for a future-ready workforce. Through cutting-edge instruction and research, both on campus and online, we are ensuring students are equipped to meet the demands of the Commonwealth's growing industries.

School Name: STEM Academy at Booker T. Washington
Lead IHE: Old Dominion University

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue steams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

We currently do not have outside funds committed beyond the grant funding, institutional support, and division support.

We currently do not have outside funds committed beyond the grant funding, institutional support, and division support. All of our ODU Lab Schools are currently in their planning year, including the STEM academy at Booker T. Washington in Suffolk, VA. Key industry, philanthropic, and individual partners have been identified and are in communication with University partners, including the Center for Educational Innovation and Opportunity and members of the University office of Corporate Partnerships. This organizational structure has led to the to establishment of strategic, long-term partnerships. While no non-General Fund monies have been received yet, discussions are ongoing to secure both one-time, in-kind, and ongoing funding to sustain and expand our projects in the future.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

At the STEM Academy at Booker T. Washington, division personnel in Suffolk Public Schools are providing teacher salaries for the lab school personnel, with additional funding for staff via stipends from the University. Additional in-kind funding support from the division partner includes-learning space embedded within the school for daily hands-on instruction, in-division support for the Lab School, including counseling, English language learner support, special education identification and implementation from the building and central office level. Special education support includes occupational therapy, speech therapy, and teams that would convene for Section 504 meetings. The division has also pledged to provide lunches for students, and meet all transportation needs for students within the boundaries of Suffolk City. Due to these in-kind contributions, the University is deferring per-pupil funding to the discretion of the school division to meet the needs of all students.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

Outreach efforts at-The STEM Academy at Booker T. Washington Elementary have involved continued collaboration with key partners that have pledged support to the sustainability and growth of the program, including the following partners: The Commonwealth Cyber Initiative, Hampton Roads Workforce Council, The Mariners' Museum, Virginia Space Grant Consortium, United Way, Suffolk Public Schools, the City of Suffolk, G2OPS Intelligence, the Suffolk Center for Cultural Arts, the City of Newport News, Hampton Roads Biomedical Research Consortium, and Nautilus. These partners have been engaged via direct communication and are part of the structure of advisory councils that shape the work of the Academy. Additional industry partners are also expanding through new partnership discussions with The Virginia Air and Space Science Center and their STEM 360 program, which is in discussions to support additional K5 expansion of STEM integrated education within Suffolk and beyond. Over the next year, we will focus on strengthening these relationships and exploring additional partnerships to support and enhance STEM education for our students.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

We are engaged in a multi-pronged approach to revenue growth, which includes cultivating funders, securing grants, and exploring revenue-generating opportunities.

The STEM Academy at Booker T. Washington Elementary (SABTW) operates with a sustainable, multi-pronged strategy that includes cultivating funders, securing grants, and leveraging revenue-generating opportunities. Built on robust programs and partnerships between Suffolk Public Schools (SPS) and Old Dominion University (ODU), SABTW is positioned for both financial and academic success.

ODU's MonarchTeach program develops STEM-focused teachers, while its professional development hub currently provides STEM coaching to educators. ODU also conducts research and evaluation to continuously assess the Lab School's effectiveness, ensuring positive student outcomes and financial sustainability. The Academy utilizes ample space at Booker T. Washington Elementary, a converted high school with classrooms and resource areas that enable innovative, hands-on learning.

ODU's Tri-Cities Regional Higher Education Center actively supports SABTW and SPS through facilities, professional development, and program collaboration. Tri-Cities offers state-of-the-art classrooms, collaboration spaces, and technology to enhance STEM learning and professional training. This partnership connects SABTW's educators and students with Lab School initiatives across the country, fostering collaboration, sharing best practices, and sparking new ideas in STEM education.

Regional partnerships further enrich learning opportunities at SABTW. Strong connections with ODU's Colleges of Engineering & Technology, Sciences, Education, and the School of Cybersecurity, along with access to STEM professionals via the Hampton Roads Biomedical Research Consortium, offer students real-world exposure to advanced STEM fields and applications, preparing them for future careers.

Sustainable funding sources are in place through partnerships with organizations such as United Way, TowneBank, and Communities in Schools. Additional sponsors, listed on the SPS Partners in Education page, provide critical financial and in-kind support. This comprehensive approach ensures that SABTW thrives from its planning year onward and stands as a model of sustainable, innovative STEM education for the future.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

The STEM Academy is actively working in partnership with division-level team members in Suffolk Public Schools and partners within the ODU Lab School Network, part of the Center for Educational Innovation and Opportunity, to craft meaningful and relevant recruitment

opportunities that engage the community of Suffolk and the entire Hampton Roads region. Currently, a school level STEM family night is planned for January of 2025, as well as a division level STEM Learning Day planned for February 2025. These kickoff events are being promoted within the Suffolk Public Schools team with additional support and marketing from the university. For the 2025-2026 school year, student recruitment and parent outreach at The STEM Academy will continue to include monthly recruitment events aligned with school family nights. Additionally, we will participate in the City-Wide STEM event in November to further engage prospective students and their families and a regional showcase as part of the lab school conference held by the Center of Educational Innovation and Opportunity on campus at Old Dominion University. These events will provide opportunities to showcase our program and answer questions, helping to build strong connections between families and our school community.

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

   Our university is actively engaged with philanthropic partners to explore the ways we they can support and expand our schools.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

   Partnership with the ODU Center for Educational Innovation and Opportunity is beneficial through multiple streams. First, by using a design-thinking approach to the development of systems within the STEM Academy, the partnership with the Center has ensured that our processes continue to be on the forefront of educational research and practice. Next, the ability to network with multiple lab schools both in the region and around the Commonwealth has led to a strong network of practitioners that are forward-focused on the future of teaching and learning. Finally, the ability of the Center to leverage resources, including teacher preparation and development and leadership cultivation, have been beneficial as we strengthen the educator pipeline in the region into the future.

   a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

8. What are helpful resources for VDOE to best support you and your team?

   We would appreciate VDOE's support in fostering government relations with potential business partners interested in advancing the Lab School mission. Additionally, discussions on course waivers and seat time waivers would be welcome, as well as looking at licensure options for non-traditional educators (industry, higher ed faculty).

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

ODU is leading a K-12 pipeline to prepare students for higher education and workforce development in critical STEM industries essential to Virginia's economy. Our strategic alignment across all four Lab Schools, in collaboration with our Lab School Network partners, is building a foundation for a future-ready workforce. Through cutting-edge instruction and research, both on campus and online, we are ensuring students are equipped to meet the demands of the Commonwealth's growing industries.

School Name: Aerospace Academy of the Eastern Shore
Lead IHE: Old Dominion University
Secondary IHE: Eastern Shore Community College

1. Outline the non-General Fund monies that have been committed or received since your lab school was approved by the Board of Education listed by philanthropy, corporate, individual, or other revenue steams. This should include source and total contribution amount. Identify whether the funding is one-time or on-going, and for how long.

   We currently do not have outside funds committed beyond the grant funding, institutional support, and division support.

   The Aerospace Academy of the Eastern Shore is currently in the planning year. Key industry, philanthropic, and individual partners have been identified and are in communication with University partners to establish strategic, long-term partnerships. While no non-General Fund monies have been received yet, discussions are ongoing to secure both one-time and ongoing funding to sustain and expand our projects in the future.

2. How are you engaging local K-12 partners for potential per pupil funding and other in-kind resources such as transportation or special education services?

   The division personnel have offered to provide the teachers for the lab school (with a stipend via the grant), space for students to attend virtual courses and in person courses, in-division support for the program with central office and/or building level support, lunches for students, special education services, and transportation.

3. Describe your outreach efforts to date with the business community and plans for building and expanding employer partnerships over the next year.

   Our outreach efforts, in partnership with NASA Wallops Flight Facility, have included engaging with key partners on the Eastern Shore and in the Hampton Roads region. We are actively building relationships with SSAI Corporation, NASA Langley Research Center, Virginia Space Flight Academy, the Accomack/Northampton business community, and the Hampton Roads Chamber and Workforce Council. Ongoing discussions with DroneUp, Firefly, RocketLab, and other aerospace organizations are establishing the foundation for impactful programs at AAES. These partnerships are crucial for workforce development in Virginia's aerospace industry, and the rapid expansion of our network reflects the growing demand for industry support across the state. The AAES kickoff events held on November 15 and 22 will involve every eighth grader from the two partnering counties hosted at the

Eastern Shore Community college to promote the lab school. Several industry and local businesses are facilitating sessions during the kickoff event. These partners include NASA Wallops Flight Facility, NASA Langley Research Center, DroneUp, Sentinel Robotics Solutions, and Virginia Space Grant Consortium. This industry involved in promotion of the AAES showcases the invested interest the aerospace community has with the sustainability of this lab school.

4. Describe critical next steps for the upcoming year to grow revenue aligned with your 5-year sustainability plan.

The Aerospace Academy of the Eastern Shore (AAES) is advancing a multi-pronged strategy to ensure financial and academic sustainability. This includes cultivating funders, securing grants, and exploring revenue-generating opportunities. Building on strong partnerships with Accomack County Public Schools (ACPS), Northampton County Public Schools (NCPS), and Eastern Shore Community College (ESCC), AAES aims to expand dual enrollment and career exploration programs while developing new initiatives to meet the needs of the aerospace industry.

ESCC has long collaborated with ACPS and NCPS on dual enrollment through Project Horizons and career exploration for middle school students. Recent expansions include a welding program for NCPS students in partnership with Wallops Flight Facility (WFF) and an updated HVAC-R curriculum. ESCC's new Associate of Science in Engineering degree provides a direct transfer pathway to Old Dominion University (ODU) and other Virginia universities, aligning educational opportunities with regional workforce demands.

A key feature of AAES is the joint dual enrollment program between ACPS and NCPS, which increases access and reduces costs through economies of scale. Credentialing high school instructors to teach college courses will build lasting capacity, with sustainable funding achieved by balancing reduced per-credit costs with ESCC's operational needs. This collaboration will expand dual enrollment opportunities in critical subject areas, directly benefiting students and strengthening the local workforce pipeline.

The Contact to Career (CTC) initiative will provide students with comprehensive career services, including mentorships, internships, and job placement. With funding secured for five years, ESCC is actively seeking additional grants to extend the CTC Center's reach. Partnerships with NASA Wallops, Virginia Space, and the Wallops Contractors' Association will continue to provide students with valuable career development opportunities, including virtual job fairs and internships. Notably, 20% of Virginia Space employees are former ESCC interns.

AAES is also exploring partnerships with DroneUp Virginia Beach, RocketLab, Firefly Aerospace, and other organizations investing in the Eastern Shore and Hampton Roads. These collaborations will offer students hands-on learning experiences with cutting-edge technology, further aligning AAES's programs with industry needs. By integrating expanded dual enrollment, targeted career services, and strong industry partnerships, AAES is ensuring long-term sustainability and position itself as a vital resource for the region's growing aerospace sector.

5. Describe next steps for new student recruitment and parent outreach for the 2025-2026 school year. For Lab Schools that are already operational, please also describe steps you are taking to retain your existing students and families.

   Our next steps for student recruitment and parent outreach for the 2025-2026 school year include a major kickoff event, "Virginia's Largest Rocket Launch," where 500 8th grade students from the Eastern Shore will build and launch rockets and engage in drone simulations on November 15 and 22. Following this event, the application system will open, and in-person and virtual Q&A sessions with ACPS and NCPS staff are scheduled for December and January. The enrollment lottery will take place on February 15, with students committing afterward. A waitlist is expected, and the application will remain open on a rolling basis for students who apply after the lottery window.

6. How are you engaging and cultivating philanthropic partners to support student/grade level expansion and your 5-year sustainability plan?

   Our university is actively engaged with philanthropic partners to explore the ways we can support and expand our schools.

7. Are you actively involved in ODU Center for Education Innovation and Opportunity's Lab School Network? If so, what are some of the components you find most useful? If not, why?

   Our lab school is a part of the ODU network. The school benefits greatly from a range of strategic supports aimed at enhancing both teaching and learning experiences. Weekly cross-lab school meetings enable collaboration and idea-sharing, helping to refine and expand innovative practices across sites. Design thinking support empowers our educators to approach challenges creatively, while makerspace collaborations allow our schools in Year 0 to design innovative learning environments where students will engage in hands-on learning that nurtures problem-solving and technical skills. Additionally, we have dedicated evaluation and research support, and curriculum writing training.

   a. If you are working with ODU as a Fiscal Agent and Partner, what would be helpful resources for support you are not currently receiving?

8. What are helpful resources for VDOE to best support you and your team?

   We would appreciate VDOE's support in fostering government relations with potential business partners interested in advancing the Lab School mission.

   Additionally, scheduling discussions on course waivers for Aerospace courses is essential to ensure AAES aligns with both the education community and industry needs, enabling us to develop a curriculum that supports the growing demands of the Aerospace workforce. Additionally, discussions on course waivers and seat time waivers would be welcome, as well as looking at licensure options for non- traditional educators (industry, higher ed faculty).

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?

ODU is leading a K-12 pipeline to prepare students for higher education and workforce development in critical STEM industries essential to Virginia's economy. Our strategic alignment across all four Lab Schools, in collaboration with our Lab School Network partners, is building a foundation for a future-ready workforce. Through cutting-edge instruction and research, both on campus and online, we are ensuring students are equipped to meet the demands of the Commonwealth's growing industries.