COMMONWEALTH of VIRGINIA

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

November 1, 2025

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 find the Virginia Board of Education's report on the lab school sustainability efforts, as required by Item 125 B.31.c. (Chapter 725, 2025 Acts of Assembly):

> 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 Dewayne McClary, Deputy Superintendent, Innovation, Student Pathways & Opportunities, at dewayne.mcclary@doe.virginia.gov.

Sincerely,

Grace Turner Creasey, M.Ed., President

Enclosure

c: The Honorable Emily Anne Gullickson
State Superintendent of Public Instruction

The Honorable Aimee Rogstad Guidera
Virginia Secretary of Education

College Partnership Laboratory Schools Sustainability Update

Item 125 B.31.c. (Chapter 725, 2025 Acts of Assembly).

TABLE OF CONTENTS

EXECUTIVE SUMMARY

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, 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 are aligned with the readiness priorities of the School Performance and Support Framework to ensure students are prepared for the enrollment, employment, and enlistment opportunities that await them upon graduation from Virginia's public schools.

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. Further, Lab Schools serve as models for effective 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 to the real life education and training opportunities that are available after high school. 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.

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 a FA&P, Old Dominion University is contractually required to act as fiduciary agent and comply with all state and federal laws regarding appropriation, manage all fund disbursements for operating funds, and ensure compliance with applicable Board guidelines. The General Assembly recaptured $25 million of the Lab School Fund monies after

the change in eligibility requirements and the Board distributed the remaining balance of the Fund.

Legislative Directive

As required by Item 125 B.31.c. (Chapter 725, 2025 Acts of Assembly):

> 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.

These Board-approved 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 plan to be fully sustainable by Year 5. This application and corresponding proposal are reviewed and discussed during the Lab School Standing Committee and by the Board prior to approval. Following these approvals, Lab Schools are implementing sustainability strategies to secure long-term funding beyond start-up grants and build resilient and reliable funding sources that support sustained growth and innovation in communities across the Commonwealth

The Lab School initiative has successfully transitioned to full operational status and continues its rapid expansion across the Commonwealth. All 15 approved Lab Schools are now open and operating, establishing a comprehensive statewide network in partnership with over 60 Virginia school divisions and more than 20 colleges and universities.

As of the 2025-2026 academic year, the network's enrollment exceeds 3,800 students. This scale underscores the network's momentum and its projected impact, which is set to affect more than 5,000 students over the next four years, directly supporting the Commonwealth’s long-term workforce development goals and scaling innovative opportunities for students across Virginia.

Virginia’s Lab Schools represent innovative public schools that operate in partnership with over 60 public K-12 school divisions, 20 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-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.

Old Dominion University (ODU) serves as a critical strategic partner, managing the largest lab school system in the nation through its Center for Educational Innovation and Opportunity (CEIO). The ODU-led nine-school network is designed to create explicit pathways from K-12 to higher education and careers in high-demand sectors. This network includes four ODU-operated sites focusing on aerospace, maritime systems, computer science, and integrated STEM, supplemented by partner schools at Mountain Gateway, Emory & Henry, Roanoke College, Paul D. Camp, and Germanna Community College. In April 2024, ODU CEIO hosted an Innovation Summit in Norfolk, which convened nearly 250 stakeholders—educators, university partners, and K-12 teams—to facilitate the sharing of best practices and align instructional models with regional economic needs. Furthermore, ODU CEIO released its 2024-2025 Year in Review Report highlighting the tremendous work of the Lab School network over the past year.

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

Lab School Name	Primary Institution of Higher Education	Start Year	Workforce Connection	Regions Served
				George, Richmond City, Sussex
The Lab School for Innovation and Exploration	James Madison University *Additional IHE partner:* Blue Ridge Community College	2024	Interdisciplinary (Education, Health Social Services, Government, Aviation Maintenance)	Rockingham County
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:*	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
	Virginia Highlands Community College 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	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
Shenandoah Valley Rural Regional College	George Mason University	2025	Computer Science	Clarke County, Fauquier County, Frederick County,

Lab School Name	Primary Institution of Higher Education	Start Year	Workforce Connection	Regions Served
Partnership Lab School for Data Science Computing and Applications				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 Community College	2025	Information Technology Career Pathways	Rockbridge, Buena Vista, Bath, Alleghany Highlands, Botetourt

LAB SCHOOL SUSTAINABILITY QUESTIONNAIRE

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 questionnaire 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' questionnaires is 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 start-up grant funding, schools shared multiple strategies they are using to expand their income and in-kind supports.

Sustainability Strategy 1: Philanthropic and Corporate Funds

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.

- **Questionnaire Excerpt 1:** VCU x CodeRVA (Virginia Commonwealth University) has secured $1.5 million in funding from the Schaberg Family Foundation to support teacher residency staffing. This investment is augmented by sustained corporate contributions from CarMax and the Herndon Foundation, which help expand access to dual enrollment opportunities. Together, these efforts demonstrate a diversified philanthropic portfolio that supports both operational and instructional components, rather than relying solely on one-time funds. The program also showed resilience and strategic foresight by adapting to the loss of a federal grant and successfully replacing it with private-sector support.

- **Questionnaire Excerpt 2:** The SmithTech School of Computer Science, Innovation & Design (Old Dominion University) has established corporate partnerships with SVT Robotics, DOMA Technologies, Canon ITS, and Lifenet Health to co-fund "Bytes Nights" and other family engagement STEM events. This

collaboration between philanthropic and industry partners is directly connected to regional workforce sectors and enhances community visibility, ensuring that the support provided is both financially sustainable and mission-aligned.

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

- **Questionnaire Excerpt 1:** The Academy of Technology and Innovation (ATI@UMW; University of Mary Washington) benefits from substantial in-kind services through its operating agreements with five partner divisions and its higher education partner, the University of Mary Washington. These in-kind supports include student services partnerships, food service, maintenance, transportation, and communications/promotional support provided by both K–12 and higher education partners. Notably, ATI@UMW's K–12 divisions contribute significant per-pupil funding and resources—$8,500 per student in Year 1 and $9,000 per student in Year 2, totaling $1.5 million across the five partner divisions. These contributions reflect a collaborative and scalable funding model that offsets operational costs and reinforces long-term sustainability through shared investment in personnel, facilities, and student services.

- **Questionnaire Excerpt 2:** The Data Science & Computing Applications Lab School (DSCA; George Mason University) program has documented a $250,000 HVAC investment and transportation services provided by Frederick County, along with tuition subsidies and teacher professional development support from GMU. This in-kind support integrates higher education, local government, and technical infrastructure, serving as a model of shared capital investment.

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.

- **Questionnaire Excerpt 1:** The Isle Maritime Trades Academy (Paul D. Camp Community College) has established strategic partnerships with the Port of Virginia, local shipbuilding companies, and the Virginia Maritime Association to create direct pathways into high-demand maritime and logistics careers. These partnerships extend learning beyond the classroom, providing students with authentic work-based experiences and mentorship from industry professionals. The Academy's collaboration with regional employers has also supported equipment donations, internship placements, and workforce-aligned curriculum design—ensuring long-term sustainability through industry investment and relevance.

- **Questionnaire Excerpt 2:** The Southwest Virginia Healthcare Excellence Academy Lab School (SWVA HEALS; Emory & Henry University) has built a deeply rooted network of community partnerships that connect students with the region's healthcare ecosystem. Its collaborations span across more than ten healthcare and community organizations, including Wythe County Community Hospital, Ballad Health Systems, Highlands Pediatrics, Appalachian Highlands Community Dental Center, Wythe County Animal Clinic, Eye Physicians of Southwest Virginia, Kidz @ Play Therapy, Royal Oak Pediatrics, Wythe County Physicians Practice Pediatrics, and Westfall Orthodontics. These partnerships provide students with real-world clinical exposure and mentorship opportunities, bridging the classroom and the healthcare workforce. Additionally, the Southwest Virginia Higher Education Center and Emory & Henry University School of Health Sciences provide in-kind classroom space, office access, and technology support at no cost to the program—further underscoring the region's collective investment in sustaining and scaling healthcare talent pipelines across rural communities.

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.

- **Questionnaire Excerpt 1:** Future Educators Academy (FEA; Germanna Community College) has partnered with the VCU RTR Teacher Residency Program and three local school divisions—Culpeper, Orange, and Madison—to create a seamless, no-cost pathway for students to earn their bachelor's degree in education. Through the residency model, students complete yearlong, hands-on classroom experiences alongside mentor teachers while pursuing their coursework. This partnership strengthens the regional educator pipeline by preparing students to remain and teach within their home divisions after graduation.

- **Questionnaire Excerpt 2:** The Aerospace Academy of the Eastern Shore (Old Dominion University) has established partnerships with GAAC and VABA and submitted a $1 million NSF proposal to support an Aerospace Technician certification program. The initiative is aligned with regional and state aerospace workforce demand and demonstrates grant-seeking maturity even at this early stage of implementation.

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).

- **Questionnaire Excerpt 1:** ACCESS Academy (George Mason University) has implemented a multi-tiered family outreach and recruitment strategy that directly engages hundreds of families across the division. During the 2024–2025 recruitment cycle, the Academy conducted presentations at all middle schools in Loudoun County and hosted

two evening "Special Programs Nights" that drew more than 400 community members. Each event featured multiple information sessions and Q&A opportunities for families to learn about the Academy's specialized programs and application process. In addition, ACCESS Academy staff hosted lunch-period outreach tables, distributed program materials, and coordinated follow-up communication with interested families.

- **Questionnaire Excerpt 2:** The Innovation and Career Exploration Lab School (James Madison University) has established structured communication pipelines through its website, feeder school visits, and advisory committees. This approach demonstrates strategic family engagement and data-informed retention planning, ensuring sustainability through trust and continuity.

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

Lab Schools consistently emphasized the collaborative and capacity-building role of Old Dominion University's Center for Educational Innovation and Opportunity (CEIO).

Lab Schools widely praised the CEIO's network collaboration and monthly convenings, which bring together lab school directors and leaders from across the Commonwealth to exchange ideas, share innovative practices, and align sustainability strategies. These monthly sessions were described as vital for promoting peer learning and statewide cohesion, allowing schools to refine instructional design and ensure their work remains aligned with workforce and higher education priorities.

Lab Schools also highlighted the strength of CEIO's professional learning structures, particularly through its Instructional Innovation and Educator Preparation Networked Improvement Communities (NICs). These NICs provide spaces for schools to collaboratively co-design curriculum models, test new instructional approaches, and build professional development systems. Many Lab Schools cited these communities as a defining feature of the CEIO network that supports continuous improvement, fosters innovation, and enhances educator capacity.

The CEIO's commitment to design thinking and makerspace support was especially recognized. Lab Schools noted that CEIO's training in design thinking principles and its facilitation of makerspace collaborations have empowered schools in their first operational years to create hands-on, problem-solving learning environments. These supports enable students to engage in authentic, applied learning that strengthens technical and creative skills.

Several schools also emphasized the value of CEIO's evaluation, research, and data collaboration resources. Access to CEIO's research expertise and data-driven evaluation systems was described as crucial for demonstrating innovation impact, assessing student outcomes, and contributing to statewide exemplars of best practice.

Another highly regarded component of CEIO's work is the ODU Innovation Summit, a signature event that convenes educators, higher education partners, and industry leaders from across Virginia. Lab Schools viewed this summit as a high-impact platform for showcasing student

learning outcomes, disseminating innovative practices, and shaping the strategic direction of educational innovation statewide.

In addition to structured programming, CEIO's emphasis on peer networking and mentorship was seen as an invaluable benefit. Lab Schools such as the Future Educators Academy (FEA) cited annual retreats and networking opportunities as essential to building cross-school mentorship relationships and fostering collaborative problem-solving. These experiences help sustain a shared culture of learning, reflection, and innovation among lab school leaders.

While the ODU CEIO network received overwhelmingly positive feedback, Lab Schools identified opportunities for ODU to provide more targeted technical assistance in areas such as: (1) sustainability planning, (2) educator licensure pathways, and (3) fiscal compliance. Lab Schools also emphasized the need for expanded shared resources—including model curricula, evaluation tools, and data-sharing platforms—to streamline implementation and strengthen network-wide impact.

Overall, Lab Schools recognized ODU CEIO as a critical driver of collaboration and capacity building within Virginia's Lab School Network, providing the structure and support necessary to advance innovation and excellence in education across the Commonwealth. (ODU Lab Schools Report)

VDOE Responsiveness to 2024 Lab School Requests

VDOE has taken deliberate action in direct response to the feedback and requests shared by Lab Schools in the 2024 Lab School Sustainability Update. Last year, schools emphasized the need for: (1) dedicated agency staff to support launch and operational needs; (2) enhanced technical assistance related to funding, compliance, and data collection; and (3) continued collaboration and monitoring support in partnership with ODU CEIO, local divisions, and partner agencies.

In the past year, VDOE has implemented several key measures to address these priorities. The Department established a newly expanded Office of Innovation to lead and coordinate the Commonwealth's efforts to design, launch, and sustain innovative school models. Within this structure, the Director of Innovative Models & Policy serves as the primary point of contact for Lab Schools, ensuring that each school has direct access to agency expertise and consistent support. Through this dedicated role, VDOE provides ongoing technical guidance, assists in navigating compliance and reporting requirements, and facilitates collaboration across K–12 and higher education partners. Lab School leaders noted in their 2025 sustainability questionnaire responses that this structure has strengthened communication, responsiveness, and coordination with the Department.

VDOE staff has provided access to subject matter experts and supported the development of shared financial and programmatic tools. VDOE also continues to identify and elevate opportunities for Lab Schools to connect with Virginia's broader workforce development goals. In partnership with Virginia Works, VDOE highlighted the George Mason University Data Science & Computing Applications (DSCA) Lab School on the *Virginia Has Jobs* platform through the feature *"Data Skills for a Data-Driven World."* This collaboration showcases DSCA as a model for aligning secondary education with high-demand fields in data science and

technology, offering students opportunities to earn college credit, industry certifications, and apprenticeships. The initiative reflects VDOE's broader strategy to position Lab Schools as critical pathways linking education and workforce readiness—demonstrating how innovation in K–12 can strengthen Virginia's economic mobility and talent pipeline.

VDOE continues to participate in network convenings and maintain regular communication with Lab School teams to ensure compliance and transparency. The Department's partnership with ODU CEIO has resulted in enhanced technical assistance, data-sharing systems, and collaborative evaluation structures—helping to maintain accountability while fostering a culture of innovation and continuous improvement.

Several Lab Schools also expressed appreciation for VDOE's existing support. The Future Educators Academy (FEA) commended VDOE's Data Team for its responsiveness and high-quality assistance related to reporting and compliance, describing its efforts as "above and beyond." Likewise, CodeRVA recognized VDOE's ongoing efforts to communicate funding opportunities and relevant updates, noting that continued communication of this nature is highly beneficial.

Through these collective actions, VDOE has not only responded to the 2024 survey feedback but has also institutionalized those supports to ensure long-term effectiveness. The expansion of the Office of Innovation, establishment of a dedicated Lab School lead, and integration of structured monitoring, communication, and workforce-aligned partnerships reflect VDOE's ongoing commitment to supporting the success, sustainability, and scalability of Virginia's Lab School network.

Questionnaire Responses on VDOE-Requested Supports

Lab Schools identified three key priorities for continued or enhanced support from VDOE: (1) expanding professional learning and resource sharing to build teacher and school capacity, (2) improving data and compliance systems to reduce administrative burden, and (3) strengthening partnership and visibility efforts to amplify innovation and connect schools with industry. VDOE is viewed as most effective when serving as both a connector and convener, bridging K–12 schools, higher education institutions, and industry partners to sustain and expand Virginia's Lab School Network.

EXEMPLAR LAB SCHOOL SUSTAINABILITY EFFORTS

SmithTech School of Computer Science, Innovation, and Design (Old Dominion University) stands out as an exemplar in sustainability through its comprehensive approach to partnership development, fiscal diversification, and workforce integration. The school has cultivated an extensive network of philanthropic and corporate collaborators—including SVT Robotics, DOMA Technologies, Canon ITS, and Lifenet Health—to co-fund family engagement and STEM-based events such as the highly successful "Bytes Nights," which drew over 500 families. These events simultaneously serve as recruitment tools, workforce exposure opportunities, and community-building activities that deepen public investment in the school's mission

In addition to its external partnerships, SmithTech has effectively aligned its programming with regional workforce priorities, ensuring a direct connection between classroom learning and the high-demand technology sectors driving the Hampton Roads economy. The integration of hands-on, industry-informed learning experiences positions SmithTech as a model of sustainable innovation. By leveraging both corporate sponsorships and community participation, the school has demonstrated how lab schools can achieve financial sustainability while enhancing educational access and industry relevance.

Explore@RC (Roanoke College) exemplifies lab school sustainability through a diversified funding strategy, innovative academic programming, and deep community engagement. The school secured $25,000 in external philanthropic funding—including $15,000 from the Norfolk Southern Foundation to support its 2026 STEM Academy and $10,000 in seed funding from Old Dominion University for a collaborative AI research initiative with Emory & Henry University. Beyond external awards, Roanoke College contributed $94,000 in in-kind instructional and dining support to launch the lab school's pilot year, demonstrating strong institutional investment in the model's long-term viability.

Explore@RC's sustainability plan extends beyond funding to community integration. The school's summer academies—"Current Voices" (STEAM) and "Foundations of Justice" (Pre-Law)—offer hands-on, interdisciplinary experiences that connect students with local environmental, legal, and civic institutions. These programs not only attract philanthropic and corporate support but also serve as recruitment pipelines for future cohorts. The lab school's strategic outreach, which includes nine community events, billboard marketing, and coordinated family engagement sessions, has created strong regional visibility and established Explore@RC as a replicable model for liberal arts–based lab school innovation and sustainability in Virginia.

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 questionnaire 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 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 QUESTIONNAIRE RESPONSES

School Name: Aerospace Academy of the Eastern Shore

Lead IHE: Old Dominion University
Secondary IHE: Eastern Shore 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.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

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 first year of implementation. 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.

A. Philanthropic and Corporate Funds

Key industry, philanthropic, and individual partners have been clearly identified and collaborate regularly with university partners to establish strategic, long-term partnerships. AAES has submitted two National Science Foundation (NSF) proposals to support aerospace and technical workforce development. While the first proposal (ExCELLent) was not awarded, the second—an NSF Advanced Technological Education (ATE) proposal submitted October 2, 2025, in partnership with Eastern Shore Community College (ESCC)—requests $1,000,000 for a Certified Aerospace Technician (Levels I–III) program (performance period July 2026–June 2029). This initiative will create sustained opportunities for students to earn industry credentials while enrolled in high school and college courses.

Through the Governor's Aerospace Advisory Committee (GAAC) and the Virginia Aviation Business Association (VABA), AAES continues to connect with corporate and philanthropic leaders in the aerospace sector to develop a long-term funding model for scholarships, experiential learning, and student innovation.

B. In-kind Services

Division personnel from Accomack County Public Schools (ACPS) and Northampton County Public Schools (NCPS) provide central office and building-level administrative support, and space for students to attend in-person courses. Both divisions also provide transportation, meals, and special education services for participating students. ESCC provides office space for the

AAES STEM Specialist, technology access, and facilities for dual-enrollment courses. Technical support is shared among all partners, including NASA Wallops Flight Facility (WFF), ESCC, and ODU.

C. Community Partnerships

AAES has established strong relationships with local and regional organizations that support both program implementation and long-term sustainability. Partners include the Virginia Space Grant Consortium, Virginia Aviation Business Association (VABA), Wallops Contractors Association (WCA), and the Accomack–Northampton Planning District Commission. These organizations contribute to program design, community engagement, and workforce pipeline alignment.

Ongoing collaboration with NASA Goddard, NASA Langley, and NASA Wallops Flight Facility enhances curriculum connections and expands opportunities for community involvement in aerospace education across the Eastern Shore.

Aerospace Academy of the Eastern Shore

Partner	Type of Support	Estimated Hours / Resources	Tentative In-Kind Cost
NASA Wallops Flight Facility	Kick-off event planning and facilitation (Nov 2024 & 2025); Curriculum development meetings (on-going); Design Thinking Workshop (Spring 2025); teacher summer internships (Summer 2025); Serve on Governing Board; hosting Ribbon-Cutting ceremony (Aug 2025); Presented at AAES experiential learning day (Sept 2025)	~40 hrs + 20 hrs + 100 hrs + 8hrs + 30 hrs + 8hrs + 8hrs = 214 hrs (staff time; facility usage)	**$13,000**
NASA Goddard Space Flight Center	Bi-weekly standing meetings with STELLA team; 2-Day workshop at NASA Goddard; Follow-up meetings; Classroom visit to the showcase STELLA	~80 hours/facility usage/staff time/equipment use	**$7,000**
Civil Air Patrol (CAP)	Meetings to discuss aerospace educator discussion and resources on how to implement across the Eastern Shore on the K-12 levels.	~5 hrs staff time;	**$200**
Virginia Spaceport Authority	Curriculum development; teacher training curriculum; tours for faculty; attending design thinking workshops; attending Innovation Summit; ongoing meetings about implementing VSA; support with grant development.	~ 50 hrs staff time	**$2,000**

SAIC	Monthly standing meetings; SAIC serves in an advisory role on 'how to create and maintain innovation' through a crosswalk of what is innovation in industry and education. SAIC presented at the Instructional Innovation NIC to educators across the Commonwealth of VA.	~ 20 hrs staff time	**$800**
Rocket Lab	Check-in and planning meetings. Experiential learning Day (Winter 2026)	~30 hrs staff time	$1,200
Wallops Contractors Association (WCA)	Advisory meetings; Presented at Instructional Innovation NIC	~10 hrs staff time	**$400**
Virginia Business Association (VABA)	Advisory and collaboration meetings on Aerospace and Aviation across VA. Program development support. Ongoing meetings.	~5 hrs	$200
Virginia Space Grant Consortium	Teacher Professional Development (summer 2025); access to Virginia Space Coast Scholars curriculum for AAES implementation. Potential teacher PD for drone certification and RockOn (Spring 2026); Collaboration on VA Aerospace Day (2025 & 2026).	30 ~ hrs staff time	**$1,200**
Accomack County Public Schools	Classroom usage for AAES instructional time daily; transportation provided for experiential learning days and the AAES kickoff event (2024 & 2025); lunches provided; administrative support.		
Eastern Shore County College	Meeting location; host Annual AAES Kickoff Event (2024 & 2025); Facility usage for Office for AAES STEM Specialist and storage.		
Northampton County Public Schools	Classroom usage for AAES instructional time daily; transportation provided for experiential learning days and the AAES kickoff event (2024 & 2025); lunches provided; administrative support.		
Tentative Year 1 Total			**$26,000**

Estimation Methodology

- **Partner Staff Time:** Estimated at **$40/hour** (conservative rate for professional/technical staff)
- **Meetings & Planning:** Calculated by multiplying hours × number of staff × $40/hr
- **Events/Facility Use:** Flat estimate based on scale of event and facility access:

- Small/short demo (e.g., visit, drone talk) = $500
- Half-day event/PD = $1,500
- Full-day, high-resource event (e.g., Rocket Day, EOC simulation) = $2,000+
- **Resources/Materials:** Generally included in event estimates; not itemized separately unless substantial (e.g., NASA equipment kits)
- **Totals:** Subtotal calculated per partner, with a final grand total for Year 1

D. Employer Partnerships

AAES maintains extensive partnerships with aerospace industry employers who contribute to curriculum development, workforce alignment, and experiential learning.

- NASA Wallops Flight Facility (WFF): Hosts teacher internships, provides facility tours, and collaborates on curriculum design.
- Virginia Spaceport Authority: Participates in design workshops, co-develops instructional materials, and supports student learning experiences at Wallops Island.
- Rocket Lab and Firefly Aerospace: Collaborate on project-based learning modules and hands-on launch activities.
- NASA Goddard Space Flight Center (MD): Hosted a two-day educator workshop on STELLA remote sensing and transdisciplinary learning.
- Virginia Space Flight Academy: Partnering to host a three-day summer immersive camp for ninth-grade students.
- SAIC and SSAI Corporation: Provide industry advising and strategic input on innovation in education.
- Civil Air Patrol (CAP): Aerospace educator discussions and resources on how to implement across the Eastern Shore on the K-12 levels.

These relationships are reinforced through participation in events such as Aerospace Day, the VABA Legislative Reception, and the AAES Ribbon-Cutting Ceremony at NASA Wallops in August 2025.

E. Family Partnerships

AAES is recruiting members for a Parent Advisory Committee, which will meet quarterly beginning December 2025 to discuss school priorities, sustainability efforts, and family engagement strategies. Families also participate in events such as the AAES Rocket Launch and community STEM days, where students and parents engage directly with industry mentors and faculty. Family partnerships are a key component of the school's culture of transparency, collaboration, and shared ownership in sustaining innovation.

F. Other [Please Describe]

AAES and ESCC are collaboratively developing dual-enrollment programs that allow high school students to earn transferable college credit at no additional cost. This shared tuition model between ACPS, NCPS, and ESCC creates long-term financial sustainability through economies of scale and reduced per-credit costs. These partnerships form the foundation for a sustainable model that integrates early college, technical certification, and career readiness in aerospace and engineering pathways.

NSF Proposal - Under Review: Building an Aerospace Technician Pipeline through High School and Community College Partnerships - $1,000,000. (NSF Advanced Tech Education Program).

NSF Proposal - Under Review: REU Site: Design Thinking for Educational Transformation in STEM Preparation - $444,321 (NSF - ECR-EDU Core Research). Part of collaborative ODU Lab Schools proposal.

NSF Proposal - Under Review: Conference: Design Thinking for STEM Learning and University, School, & Industry Partnerships for Workforce Preparation. $89,307 (NSF-ECR-EDU Core Research). Part of collaborative ODU Lab Schools proposal.

NSF Proposal - Not Funded Collaborative Research: Immersive, Personalized, and Accessible Cybersecurity Training (IMPACT): Developing Future-ready Competencies Empowered by AI for Middle and High Schoolers - $637,376 (NSF- Discovery Research K-12) - Part of a collaborative project with ODU researchers.

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 partners provide shared resources, personnel, and in-kind services to support the Academy operationally and financially viable while ensuring equitable access for all students.

Division-Level In-Kind Support
AAES benefits from substantial support from ACPS and NCPS, which provide student transportation, meals, and specialized services including guidance counseling, academic interventions, and programs for English Learners and students with disabilities.

- **Transportation:** Both ACPS and NCPS manage transportation for students traveling to and from AAES and between partner sites such as ESCC and NASA Wallops.
- **Child Nutrition:** Division nutrition services provide meals in accordance with federal and state guidelines, ensuring all students are served consistent with division policies.
- **Student Support Services:** Each division maintains responsibility for counseling, health, and social-emotional supports. Specialists from both divisions collaborate with AAES and ESCC staff to ensure compliance with all IEP and 504 requirements.

ESCC plays a pivotal role by providing classroom space, access to labs, and technology support. ODU provides faculty mentorship, curriculum development support, and research.

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 have been extensive in building relationships with various aerospace industry partners not only on the Eastern Shore but across the Commonwealth and country. Each of the partners contribute to curriculum development and recruitment. They have also provided letters of collaboration when AAES submit proposals for external funding (e.g. NSF). *NASA Wallops Flight Facility (WFF)* has their Deputy of Strategic Programs serving on the AAES Governing Board. NASA WFF hosted teacher internships this summer. Their

workforce/outreach team works directly with the Director of AAES on curriculum development and experiential learning days. *Virginia Spaceport Authority* has actively participated in the Design Thinking Workshops, the Innovative Summit host at ODU April 2025, provides tours of their facilities at Wallops Island for both staff and students, works collaboratively with the Director of AAES on curriculum development and innovative approaches to pedagogical practices that directly connect the aerospace sector. *Rocket Lab* collaborates with the Director of AAES on curriculum development ideas and plans to host student experiential learning day led by their staff.

Virginia Space Flight Academy is working to schedule a 3-day summer immersive experience for the AAES students at the end of their ninth-grade year. *NASA Goddard Space Center MD* hosted a 2-day educator workshop in June 2025 where they provided four instructors that facilitated learning on STELLA, a DIY remote sensing approach to transdisciplinary learning. SAIC serves in an advisory role on 'how to create and maintain innovation' in industry and education. In addition, we are actively building relationships with SSAI Corporation, NASA Langley Research Center, the Accomack/Northampton business community, and the Hampton Roads Chamber and Workforce Council. There are ongoing discussions with DroneUp, Firefly, and other state-wide partners.

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. Partnerships such as the Virginia Aviation Business Association (VABA), Wallops Contractors Association (WCA) and the Accomack-Northampton Planning District Commission are ensuring the overall vision, mission and direction of the AAES is fulfilling the economic needs both locally and state-wide. Collaboration between these organizations occurs weekly with the Director of the AAES.

The AAES Ribbon-Cutting Ceremony on August 28, 2025 was hosted at NASA Wallops Flight Facility in Hanger-D1. The NASA WFF staff provided extensive support for this event. The event was well attended by all industry and business partners mentioned above.

The AAES 2024 kickoff events, hosted at ESCC in November of 2024, launched the opening of the Lottery System for current 8th graders to apply to the school. Every eight grade student on the Eastern Shore attended this field trip where they rotated through interactive sessions facilitated by various industry partners in the aerospace sector. Several industry and local businesses were 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. The AAES 2025 kickoff events are in the planning phase for November 2025 to recruit our next cohort of students.

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 strengthening partnerships with DroneUp Virginia Beach, RocketLab, Firefly Aerospace, and other organizations investing in the Eastern Shore, Hampton Roads and across the Commonwealth of Virginia. 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 2026-2027 school year. 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 2026-2027 school year include our 2nd Annual kickoff event, "Virginia's 2nd Largest Rocket Launch," where approximately 450 8th grade students from the Eastern Shore will build and launch rockets and engage in drone simulations in November 2025. 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. In addition, the AAES Director and STEM

specialists will also conduct 8th grade classroom visits across the Eastern Shore to promote the school to all students on how to apply.

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

Philanthropic and corporate engagement are critical to the long-term sustainability of the Aerospace Academy of the Eastern Shore (AAES). The Academy is cultivating relationships with local, state, and national partners whose missions align with aerospace education, workforce development, and innovation. These efforts are coordinated with Old Dominion University (ODU), Eastern Shore Community College (ESCC), and regional industry leaders to establish a multi-tiered partnership and philanthropy model that connects education to Virginia's strategic workforce priorities.

Corporate and Philanthropic Partnerships

• **Corporate and Industry Partners:** NASA Wallops Flight Facility, Virginia Spaceport Authority, Rocket Lab, Firefly Aerospace, SAIC, SSAI, and the Wallops Contractors Association (WCA) provide mentorship, technical collaboration, and event sponsorship for student and educator initiatives.
• **Regional Coalitions:** Virginia Space Grant Consortium (VSGC), Governor's Aerospace Advisory Committee (GAAC), and Virginia Aviation Business Association (VABA) support AAES through joint advocacy, visibility, and industry engagement.
• **Innovation Partners:** ODU and ESCC co-lead efforts to pursue federal and foundation grants supporting aerospace technician pathways, teacher professional learning, and cross-sector workforce innovation.

Events and Visibility (2024–25)

AAES has leveraged high-profile regional and statewide events to attract philanthropic and industry attention to its model for aerospace education.
• **AAES Rocket Launch and Ribbon-Cutting Ceremony (August 2025):** Hosted at NASA Wallops, attended by more than 300 guests, including representatives from VABA, NASA, ODU, ESCC, and local government.
• **Aerospace Day and VABA Legislative Reception (January 2025):** Elevated AAES as a key example of Virginia's investment in STEM and workforce innovation.
• **Innovation Summit (April 2025):** Featured AAES as part of the ODU Lab Schools Network's statewide showcase, positioning it as a prototype for public–private partnerships in rural regions.
• **NASA Educator Workshops and Student Showcases:** Co-hosted with NASA Goddard and NASA Wallops to demonstrate hands-on learning and workforce relevance to potential funders.
These events have amplified AAES's visibility and provided direct access to corporate, philanthropic, and legislative partners who share the Academy's vision for long-term sustainability.

Plans for 2025–26

• **Formalize an Aerospace Innovation Council** consisting of industry, higher education, and philanthropic partners to advise on sustainability and investment priorities.
• **Finalize a Philanthropic Case Statement** that articulates the economic and educational impact of AAES and invites public–private investment.
• **Pursue Multi-Year Sponsorships** with industry and aerospace associations for annual student showcases, rocket launches, and educator externships.
• **Expand Foundation Outreach** to include national STEM, workforce, and rural innovation funders such as Boeing Global Engagement, the Siemens Foundation, and the National Fund for Workforce Solutions.
• **Integrate Philanthropic Metrics** into the 5-year sustainability plan, tracking engagement, investment levels, and student impact data.

Next Steps

• Secure initial commitments from industry partners for 2026 summer programming and educator externships.
• Align future NSF and DOE grant proposals with philanthropic co-funding to demonstrate shared investment in innovation.
• Expand communication and media outreach highlighting AAES's impact as a nationally replicable model for aerospace education and workforce alignment.

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. Crosslab 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 1 to design and be trained for 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?

AAES would benefit from the Virginia Department of Education's continued support in strengthening government and industry relations to connect with aerospace and technology partners who share the Lab School mission of advancing innovation, workforce readiness, and student opportunity.

Specifically, the following areas of collaboration would enhance implementation and sustainability:

- Facilitating partnerships with state and national business and industry organizations interested in aerospace, advanced manufacturing, and STEM education.
- Scheduling formal discussions on course and seat-time waivers for specialized Aerospace courses to ensure that AAES curricula remain aligned with both state standards and the evolving needs of the aerospace workforce.
- Exploring licensure flexibility and alternative credentialing pathways for non-traditional educators—including industry professionals, engineers, and higher education faculty—whose expertise is critical to authentic, hands-on instruction in aerospace and STEM disciplines.

These supports will enable AAES to more fully realize its mission of connecting K–12 learning to Virginia's aerospace economy and preparing students for future-ready careers in science, engineering, and technology.

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

The Aerospace Academy of the Eastern Shore (AAES) plays a pivotal role in preparing students for higher education and high-demand STEM careers vital to Virginia's economy. AAES can serve as a model for how university–school–industry collaboration can expand access to STEM education and workforce pathways in rural and coastal regions.

Through strategic alignment across ODU's four College Partnership Lab Schools-and in collaboration with the broader ODU Lab School Network-AAES is helping to build the foundation for a future-ready workforce. This includes developing curriculum and experiences that connect students directly to aerospace, engineering, and environmental sectors through hands-on learning, dual enrollment, and industry mentorship.

By leveraging cutting-edge instruction, shared research initiatives, and strong partnerships with higher education and industry, AAES is ensuring that students across the Eastern Shore are equipped with the knowledge, skills, and credentials needed to thrive in the Commonwealth's fastest-growing STEM fields.

School Name: Academy of Technology and Innovation

Lead IHE: University of Mary Washington

Fiscal Agent & Partner: Stafford County Public Schools (Fiscal Agent), Caroline County Public Schools, Fredericksburg City Public Schools, King George County Public Schools, Orange 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.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

ATI-UMW has established dedicated lines with the UMW Foundation and formally participated in last year's UMW Giving Day, which generated a small start towards building a fund in the Foundation stream, in the amount of $475.00. A PTO has also been established as a 501C3, which will be discussed in greater detail under Family Partnerships. We will receive our annual fiscal report for the PTO at this week's meeting (October 9).

B. In-kind Services

Per its operating agreement, there are in-kind services with our partner divisions, fiscal agent, and IHE. This includes student services partnership and support, food service, maintenance, transportation, and communications/promotional support.

C. Community Partnerships

ATI-UMW has worked to establish community partnerships through its Business and Working Committee and other grass-roots efforts. These have included forging partnerships with G3CommunityServices, the Rappahannock Regional Library, STEM, etc. It is currently exploring partnership opportunities with the Cyberbytes Foundation.

D. Employer Partnerships

Through its business and working committee, ATI-UMW has had the opportunity to host a number of career professionals to build students' exposure of how the fields of computer and data science span across industries and career roles.

E. Family Partnerships

We have worked to develop family partnerships through our weekly family newsletters, PTO creation, and volunteer opportunities. We are focused on building our volunteer program this year through more formal organizational structures, a volunteer specific newsletter, and other opportunities. We are also working to create a parent advisory, for launch in the second half of Year 2 or in Year 3.

F. Other [Please Describe]

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 K-12 partners provided per-pupil contributions last year and this year. We have this budgeted on a sliding scale over the five years, with a $500 increase each year. In Year 1, school

divisions invested $8500 per student; in Year 2, they are investing $9000 per student. Last year that amounted to $714,000; this year that amounts to $1,512,000 across the five partner divisions.

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

We launched a business and community working group committee prior to Year 1, and we are continuing the working group meetings as we move into Year 2. This group has provided critical feedback on the school's development, guest career speakers to promote and expand career exposure, and generate investment (both in-kind and financial). The work has led to additional donations.

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

We continue to build out funding streams through our per-pupil contributions and building interest in the program from other potential partner divisions. Our five-year plan involves a gradual weaning away from the operating grant funding from the state and building economies of scale through the per pupil contributions. We are also slowly building additional sustainability measures through school-based fundraisers for a student/staff activity fund, participation in UMW's Giving Day, and other aspects of the program. We are focused on seeking to work towards grant acquisition. We have actively pursued grants for which we are eligible.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

ATI-UMW had minimal attrition in Year 1, and we continue to work towards minimizing any attrition through continuing to build our information dissemination as students consider the program alongside other programs. We have an Open House scheduled for December 3rd this year, will attend 5 discovery nights to promote with our fiscal agent, and attend evening sessions with our other partner divisions. We also typically try to push-in to as many of the 13 feeder middle schools as possible to ensure no student is unable to learn about the program.

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

As highlighted above, ATI-UMW continues to support our PTO, invest in the business and community working group and resulting partnerships, and will partner again for UMW's Giving Day with the goal of working towards a Match Challenge this year. Through our agreements with our partner divisions, we continue to work towards adding additional grade levels each year, working towards 9-12. (We currently have 9th -10th in the 25-26 school year and had 9th in the 24-25 school year.)

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 executive director and assistant director are active in the ODU Center through monthly meetings. Our executive director serves on the planning committee for this year's Innovation Conference. As a school, we have hosted one of the CEIO site visits.

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?

Continuing to identify grants for which we may be eligible.

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

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 streams. This should include source and total contribution amount. Identify whether the funding is one time or on-going, and for how long.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

Thus far, the Explore@RC program has received $25,000 through two additional external commitments. We are grateful for the following grants, which supplement the work of the lab school programming:

- $15,000 from Norfolk Southern Foundation to support summer 2026 Explore@RC STEM Academy (one-time funding).
- $10,000 from ODU Seed Funding Grant to be utilized for a co-led lab school AI Conference/Research with Emory and Henry (one-time funding).

B. In-kind Services

- Roanoke College provided in-kind instructional costs and dining dollars for 10 students for Fall 2024 and Spring 2025 ($94,000) for a "pilot year" of the lab school. This year was essential for operationalizing a brand new program on Roanoke College's campus,

and ensuring the correct staffing and infrastructure needed to launch the official Explore@RC program in Fall 2025.

- Over the summer of 2025, Explore@RC hosted the College's first ever academic-based summer STEAM academy ("Current Voices"). For one week, 19 middle and high school students attended classes led by Explore@RC and Roanoke College faculty, with an emphasis on place-based learning, environmental issues, and the Roanoke River. While some costs were covered through grant funding and student fees (for those able to afford registration), approximately $5,000 in costs to run the academy were provided in-kind (some faculty instructional costs and College space usage).
- Summer 2025 also provided the opportunity to pilot a pre-law academy for upper-class high school students ("Foundations of Justice: A Legal Immersion Summer Program for High School Students"). While not directly tied to the pathways or faculty of Explore@RC, the academy provided a recruitment/pipeline into the Explore@RC program. It also helped the College realize a large interest in pre-law amongst local high school students (a subject area we plan to expand upon this coming year). Instructional costs, experiential learning transportation, and College space rentals were also provided in-kind (approximately $3,500).

C. Community Partnerships

D. Employer Partnerships

E. Family Partnerships

F. Other [Please Describe]

The Explore@RC team has made significant progress on sustainability efforts, with the submission of 8 grant requests for supplemental funding totaling $469,000. To date, two requests have been awarded ($25,000 total), and three submitted requests remain outstanding. This is a strong start to the fundraising and sustainability plan—the original goal was to submit four applications totaling just $85,000 in the first year of operations.

Submitted:

- State grant – $20,000 (not awarded, 2025)
- Private foundation– $25,000 (not awarded, 2025; received strong feedback from a program officer and asked to add additional details about the specific humanities focus; invited to reapply once research question has been defined).
- Federal funding for post-secondary education support – $274,000 (pending)
- State grant for curriculum development – $50,000 (not awarded)
- University seed funding for AI research and conference – $10,000 (awarded, ODU)
- Corporate sponsorship for student scholarships – $25,000 (pending)
- Corporate grant for STEM academy – $50,000 submitted ($15,000 awarded, Norfolk Southern Foundation)
- State grant for documentary and storytelling academy in summer 2026 – $15,000 (letter of intent accepted; full application due October 31)

Upcoming Funding Opportunities

- Corporate grant – $10,000 (planned submission, October 2025)
- Credit union sponsorship – amount to be determined (planned submission, mid-fall 2025)
- NSF K–12 STEM grant – amount to be determined (planned submission, late fall 2025)

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?

With each local participating K-12 district, different resources have been negotiated for MOUs and partnerships in progress. Salem City Schools are providing transportation for participating Explore@RC students from their district. Salem City Schools and Roanoke City Schools are providing meals, special education services, and student record maintenance. As we formalize additional partnerships, we will ensure in-kind resources are documented to cover all student needs.

Because Roanoke College and Explore@RC do not have the full day with students, many of the dual enrollment credits count as high school elective credits, and several of the K-12 resources are managed by the home LEAs, we have not yet negotiated per pupil funding.

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

One of the upcoming grant opportunities we've identified is through a local corporate foundation. If funded, we will host "NextStep Network," a virtual mentoring opportunity for local high school students to connect with business leaders and individuals in the Roanoke region's workforce development over the 2026-2027 year. This will allow us to connect with at least 10 local employers, solely for the purpose of lab school student opportunities. We are excited to leverage this with employers and corporate philanthropic support for future iterations if the first year successfully engages the target number of high schoolers (100+ students, across the 10 virtual mentoring sessions and two in-person networking events).

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

In the first year of our sustainability plan, our primary goals are to set the foundation and infrastructure, develop a strong internal funding strategy, and cultivate a targeted list of donors. In coordination with the Advancement team, the Senior Director of Grants and Partnerships, and the Explore@RC Governing Board, we plan to create a case statement and solicitation materials around an Explore@RC endowment.

Additionally, this past spring our team proposed a "Sponsor an Explorer" concept to a local corporate foundation (to offset the instructional costs for one to two local students). The proposal is still under consideration but if funded (either by this organization or another local corporation), we plan to announce the gift to launch a "Sponsor an Explorer" campaign. We've

also begun work with the Advancement Office to officially introduce Explore@RC as a gift designation to the College's alumni network during spring 2026 Alumni Weekend and in March during the College's annual giving day.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

Recruitment and outreach efforts thus far have included participation in nine community and school events, along with two school division meetings held last fall and spring to strengthen relationships with school leaders. We plan to host these meetings regularly to keep lines of communication open for recruitment ideas, student updates, and to ensure the program continues to meet local school district needs. Programming also featured three student-focused initiatives during the year, including a summer camp, a visit day, and multiple open houses. The Explore team expanded marketing efforts through the placement of two billboards along key regional routes, as well as a month-long social media campaign targeting high school audiences across the Roanoke Valley. We plan to host parent interest sessions on Zoom, with current parents and Explore students on the calls to provide testimonials and help answer questions.

To retain the existing Explore@RC students, staff have added formal academic support, as well as social programming to build a sense of belonging amongst this year's cohort. Academic support includes subject tutoring, extra College-level writing guidance, and bi-weekly check-ins with any student whose class grades have fallen below B. For social programming, Explore is hosting a fall harvest party, a volleyball game (at the students' request), and a mid-term pizza party. Many of these events also serve as recruitment/outreach, as current Explore students are allowed to invite 1-2 peers outside of the program. For each semester, the Explore Executive Director also schedules two parent check-in meetings for each participating family.

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

After a successful pilot of the "Current Voices" STEAM Academy in summer 2025, we are expanding the Explore@RC high school academy offerings this coming summer. There will be two tracks of "Current Voices" (one STEM, with focus on biology and environmental science, and the other a documentary/narrative-based track with multimedia and creative writing). We will also expand upon the "Foundations of Justice" summer academy from last year by offering an overnight experience and inviting students from other parts of the state. Because these hands-on learning opportunities are directly tied to career and college readiness and have easily trackable outcomes, we are working on building philanthropic support for the sponsorship of these academies. While some students may pay tuition (direct revenue back into the Explore fund), small grants can help offset instructional costs and also provide scholarships to increase affordability and expand access. One such example is the Norfolk Southern Foundation's decision to fund the STEM Academy for 2026.

Because of the outpouring of interest for pre-law programming from local high school students, a Roanoke College Professor of Practice of Law recently launched a Pre-Law Caucus "to inspire

high school students to explore law, civic leadership, policy, and current events while connecting the ideals of the nation's legal system and founding documents with today's challenges" (language from student recruitment materials). With dialogue about current events, spotlights on items in the Declaration, guest speakers, and student presentations, we are already looking for ways to expand upon this monthly after-school offering including offering college credit, and possibly engaging local donors for sponsorships.

The Explore@RC team, Roanoke College administration, and Salem City School Central Administration have discussed how to tie the Explore@RC courses into possible degree or certificate completion. Through feedback from guidance counselors and parents, we believe this will assist with recruitment efforts and provide direct pathways to college and career next steps. While mapping dual enrollment offerings, lab school experiences, and a possible degree into one complete experience is certainly a joint priority, we are looking for external funding or curriculum development grants to expedite the work (by funding a 1-year curriculum specialist role or dual work between Salem City Schools and Roanoke College).

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 in ODU Center for Education Innovation and Opportunity's Lab School Network. Our team attends monthly virtual meetings and has attended in-person professional development opportunities. We appreciate the opportunity to learn from other lab schools in the network, with collective problem-solving and idea generation in particular.

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?

Additional coaching around licensure for lab school faculty and ideas for financial sustainability would be helpful.

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

Our team would appreciate any additional guidance the VDOE could provide around faculty/teacher licensing for lab schools; information about how other schools are navigating sustainability plans; a list of contacts for needs that arise ([STAFF NAME REDACTED] has been a wonderful resource, but it would be great to have additional contacts); how other part-time lab schools are navigating the per pupil funding share with local school partners.

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. We appreciate the ongoing support and guidance from the VDOE. Thank you!

School Name: Future Educators Academy (FEA)

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.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

B. In-kind Services

Local school divisions:

- Manage logistics and cost of student transportation to and from the Academy, and all experiential learning sites.
- Manage logistics and cost of student extracurricular activities including school sports.
- Provide all meals to FEA scholars originating from their divisions
- Assist in identifying and providing the necessary supports for students with disabilities, students who are English Language Learners, students who are academically behind, and students who are gifted
- In collaboration with the Academy, ensuring student access to counseling, support services, nursing support, and accommodations as necessary for FEA students from their division
- Managing attendance concerns for FEA students originating from their division.
- Organizing SOL testing, W!SE testing, SAT testing, ACT testing, and other standardized learning assessments for FEA students originating from their school division.
- Developing and maintaining relationships with potential donors in collaboration with Germanna Community College, and the Future Educators Academy to build program sustainability.
- Future Educators Academy will reimburse the school divisions $1599.53 per pupil annually to offset the costs of in-kind services rendered.

C. Community Partnerships

- Old Dominion University Center for Educational Innovation and Opportunity Collaboration Grant: Research on Innovation Practices
- Interest to Impact: Expanding Regional Access to High-Value Instructional Opportunities for Students and Parents
- This is a joint effort between the Future Educators Academy and the Shenandoah Valley Regional College Partnership Laboratory School for Data Science and Computing, and Applications. Together we aim to raise regional awareness about innovative high school programs that offer students early access to college credit and career-aligned learning.

- Our primary research area centers on student recruitment strategies for laboratory schools, with a special emphasis on how targeted media campaigns can drive awareness and engagement. In addition to reaching prospective students and their families, we aim to examine how outreach to business and industry leaders can support long-term sustainability through community partnerships and workforce alignment.
- Key components: direct mail outreach, evening webinars, school-based presentations, community open houses, bilingual posters, showcase student work, centralized website.
- Total Award Amount: $10,000.00 one-time

D. Employer Partnerships

- VCU RTR Teacher Residency
- Collaboration between Future Educators Academy, VCU RTR Teacher Residency, Culpeper County Public Schools, Orange County Public Schools, and Madison County Public Schools
- The RTR Teacher Residency program prepares teachers for high-needs school settings in 16 partner school districts across the state of Virginia. Pre-service teachers (called residents) spend the entire school year working alongside a mentor teacher, gradually taking on more teaching responsibility. In exchange for RTR paying for the VCU academic degree, residents agree to teach for three years in a high-needs school after graduation from the program.
- We have partnered with three of our school divisions to begin working with VCU RTR Teacher Residency as a way for students to complete their associates to bachelor's degree with no cost to the student.
- While this does not provide direct funding for the lab school it will allow our students to complete their bachelor's degree with no cost to them, they will have all their practicum and hands-on experiences within their base division and will continue in that division for their career.

E. Family Partnerships

F. Other [Please Describe]

- Old Dominion University Center for Educational Innovation and Opportunity Collaboration Grant: Research on Innovation Practices
- Maximizing Outcomes and Minimizing Barriers for Future Educator Pathways
- This collaborative project between Future Educators Academy and VCU x CodeRVA Lab School aims to conduct foundational research through a case study on 2-year to 4-year teacher education pathways. The focus is on the Future Educators Academy students becoming two-year apprenticeship students at VCU, culminating in a bachelor's degree and teacher licensure.
- This partnership is designed to eliminate barriers to teacher preparation, with an emphasis on licensure, certification, and immediate job placement. This case study will explore how participating lab school partners can reduce obstacles to teacher licensure while documenting the unique experiences of a sustainable "Grow Your Own" model for developing future educators.

- Total Award Amount: $8,000.00 one-time
- Old Dominion University Center for Educational Innovation and Opportunity Collaboration Grant: Research on Innovation Practices
- Pathways to Purpose: A Qualitative Study of Student Agency and Engagement in Career-Aligned Senior Year Pathways
- This collaborative project between Future Educators Academy and Emory & Henry Southwest Healthcare Excellence Academy Lab School (SW HEALS) aims to critically examine how career-aligned senior-year pathways in college-partnership lab schools cultivate student agency and deepen engagement.
- This qualitative study is guided by Self-Determination Theory (SDT), developed by Deci and Ryan (1985). SDT posits that satisfying innate psychological needs for autonomy, competence, and relatedness fosters intrinsic motivation and well-being. This robust framework helps examine how specific educational environments, such as career-aligned pathways, either support or thwart these fundamental needs, thereby profoundly impacting student agency and engagement. These inherent psychological needs are crucial for optimal human functioning and psychological growth.
- Total Award Amount: $9,975.00 one-time

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?

- Transportation, special education, health/nurse services are built into the MOU with local school divisions as reimbursable expenses.

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

- Our plans include reaching out to local Economic Development leaders to inform them about lab schools and our work locally and to discuss sustainability options. We will be holding an Open House this fall to further our outreach into the community.
- We partnered with Culpeper County Public Schools and Culpeper Media Network for a segment on their local TV channel to highlight the Academy and our efforts.
- We are speaking at an upcoming Alpha Delta Kapa chapter meeting in Culpeper to discuss with current and retired educators the Academy, our mission, and our need for their support with our sustainability efforts in the community.
- We are looking for philanthropic organizations to partner with us in our local communities.

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

- Discussions will be held with local school division superintendents via the Governing Board.
- We will be graduating our first cohort and tracking these students with their four-year institution to support our data and sustainability efforts with potential partners.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

Recruitment:

- FEA was awarded a grant from Old Dominion University's Center for Educational Innovation and Opportunity that is being used to develop recruitment strategies.
- One effort will include building a website for each school division that promotes our lab school as well as all other programs available to high school students. This will enable parents, students, and the community at large to understand options available to them.
- FEA will be holding in-person parent/student information nights at the base high schools
- FEA will have Parent/Student Informational Webinars for perspective students.
- FEA will hold Open Houses for the community and perspective students
- FEA will be working to expand for the 2026/2027 school year with an additional site at the Germanna Community College site in Stafford and an additional cohort or site at Laurel Ridge Community College.
- Retention:
- FEA continues to provide wrap around support of our students academically, emotionally, and mentally to ensure their success.
- We collaborate with our school division counselors to ensure our students' needs are met both on our campuses and at their base schools.
- Students' grades are checked by FEA staff on a weekly basis, and tutoring services are provided when needed.
- Students have peer and adult mentors to support them while in the Academy.

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

- FEA has expanded to an additional site at Laurel Ridge Community College as of Fall 2025.
- By expanding across other regions in Virginia, this opens the opportunity for more philanthropic partnerships.
- FEA plans to open an additional site at the Germanna Community College campus in Stafford fall of 2026.
- With the expansion of our original site, we look forward to engaging our foundations and working with them to develop philanthropic partnerships throughout our region.
- FEA is recruiting to enroll an additional site or cohort at Laurel Ridge Community College.
- FEA has actively met with representatives from four-year colleges and universities to promote FEA and develop admission agreements into the Schools of Education.
- We continue to seek revenue streams to support paid internship opportunities for our students.

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?

Annual retreat meetings are especially valuable to connect with other lab schools and learn from their experiences.

Professional development opportunities presented about the changing landscape of instruction in schools that includes more student engagement.

ODU representatives make themselves readily available to assist with lab school collaborations, and with connecting FEA with other stakeholders.

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?

ODU has and continues to be a beneficial partner. We can leverage their expertise and collaborate on our efforts as a lab school community due to their partnership.

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

FEA has benefited greatly from the Data Team's helpful staff with reporting requirements. This team has gone above and beyond to assist with reporting and our questions.

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

Future Educators Academy is dedicated to cultivating the next generation of educators through experiential learning and an accelerated, professional career path. This innovative "Grow-Your-Own" model provides a crucial and beneficial solution to the ongoing teacher shortage facing the Commonwealth of Virginia.

Our vision is to establish a successful and sustainable track to the classroom, ensuring a continuous supply of dedicated, highly prepared teachers committed to their local communities. The key to this sustainability lies in our strong collaborative partnerships with local school divisions, Germanna Community College, Laurel Ridge Community College, and our four-year university partners. We remain focused on supporting our current students, deepening these vital relationships, and continuing the strategic growth of the Academy.

School Name: ACCESS Academy

Lead IHE: George Mason University
Fiscal Agent & Partner: Loudoun 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.

Google has been an early supporter of ACCESS Academy, providing $500,000 in one-time funds for planning, research design, and summer camp. In addition, Google has made available 500 licenses for their AI Essentials online course and 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 ($50,000 one-time in-kind). Amazon contributed 60 laptops for ACCESS student use, valued at $30,000 (one-time, in-kind)

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

See above for Google and Amazon contributions

B. In-kind Services

C. Community Partnerships

D. Employer Partnerships

E. Family Partnerships

F. Other [Please Describe]

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?

a. Loudoun County Public Schools (LCPS) currently provides transportation services for students residing within Loudoun County. Students enrolled at Potomac Falls High School who live outside the designated attendance boundaries are eligible to utilize the LCPS Hub Stop transportation options.
b. Special Education services are being provided to students through LCPS.

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

Industry partners are a defining feature of ACCESS Academy's model. To date, ACCESS has established relationships with leading technology companies including Google and Amazon. These partners have contributed funding, equipment, and professional expertise that directly support instructional innovation and student learning experiences. Additionally, we partnered with Covexa to offer a hands-on AI summer bootcamp, where Covexa staff led a one-day AI tinkering lab. This experiential session encouraged students to move beyond using AI as a tool to thinking critically and creatively about how AI can be designed, adapted, and applied to solve real-world problems. The collaboration helped students expand their perspectives on technology

innovation while modeling the kind of industry-education co-creation that ACCCESS Academy seeks to cultivate.

Over the next year, we will expand our employer advisory network to include additional regional technology/cybersecurity/data science firms. We also plan to advance our internship and job-shadowing pipelines for students with industry partners. Lastly, we will continue to highlight student immersive experiences through shared events and communications to attract sustained corporate investment.

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

We are actively engaging key prospects to secure new and increased financial support; through continuing conversations with our current partners about their ongoing support, as well as researching and initiating outreach to both national and regional foundations. We have also identified a network of individuals who are invested in expanding non-traditional educational pathways for Virginia students and are working to engage them in conversation about ACCESS Academy. Additionally, we are working with our Advisory Board to assist in identifying potential philanthropic partners.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

a. Student recruitment for the 2026-2027 school year has already begun. Middle school recruitment presentations have been conducted throughout Loudoun County. All Middle Schools have been provided a presentation on special programs, including the ACCESS Academy. Presentations were combined with the opportunity to set up a Q&A table during lunch for students.
b. Special Programs Night – Two evening events provided the community with an opportunity to come out to explore various special programs for LCPS students. ACCESS Academy was a program presented to the community. Multiple sessions were provided for information and Q&A.
c. Event scheduled in December (during student interest window) will be held at Potomac Falls HS. This event is a long form presentation with time for Q&A at the end. This event will be shared out to the community in a variety of forms (i.e. – emails to students and parents, social media flyers, communications in schools, etc.)
d. Retention is a critical factor in establishing a successful program. Efforts are underway to ensure students are engaged in the program. Multiple opportunities are being organized for students to be engaged in Computer Science/Information Technology/Artificial Intelligence/Cybersecurity/etc. throughout the year. Students are being introduced to these fields. For example, in the cybersecurity and AI sector students are participating in various events surrounding “Capture the Flag (CTF)”. These events allow the students to further explore the field in an entertaining way while demonstrating and enhancing their skills.
e. Students are building connections around their future careers through the RAISEC model. This model is used to engage students in career conversations. These conversations are designed to

expand their knowledge of future careers and potential pathways beyond high school. Leveraging these conversations with the content will provide students with many options post high school. These include entering the workforce, 2-year and 4-year post-secondary education.

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

Fundraising efforts are driven by the George Mason University's Advancement and Alumni Relations team, working in close collaboration with the GMU Foundation. ACCESS Academy is currently a signature initiative featured prominently in Mason's $1 billion Power the Possible campaign. The College of Education and Human Development (CEHD) plays a leading role in securing support and, as noted above, outreach and engagement efforts to potential individual, corporate, and foundation donors are underway.

CEHD is leveraging ACCESS Academy's growing reputation and the program's cross-sector collaboration that directly addresses both local needs and statewide priorities. Governor Glenn Youngkin's recent visit to Fuse at Mason Square, where this summer's AI camp and a portion of ACCESS classes are held, underscores the lab school's significance not just as a local success, but as a central piece of Virginia's broader public education strategy. This visibility reinforces the ACCESS's value and helps build confidence among potential donors.

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?

ACCESS Academy's staff actively participate with ODU Center for Education Innovation and Opportunity's Lab School Network. We find the annual summit and organized workshops to be extremely helpful and provide an opportunity for all authorized lab schools to share strategies and lessons learned.

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?

Policy reminders and ongoing support with legislative issues.

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

We continue to pursue and expand partnerships that strengthen both program sustainability and student opportunity. The academy remains committed to serving as a statewide model for cross-sector collaboration and innovation in education.

School Name: GMU Data Science, Computing and Applications Lab School
Lead IHE: George Mason University
Fiscal Agent & Partner: George Mason University & Frederick 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.

The GMU DSCA lab school initiative was awarded $2.8 Million over 6 years including a start-up year. We have been actively pursuing and applying for variety of external grant funding opportunities (to support activities of the GMU DSCA Lab School):

Pending

- VDOE Advancing Computer Science Education Grants. Lead - George Mason University. Submitted and in Review. $75,000. Until Aug 2026
- VDOE Advancing Computer Science Education Grants. Lead – Longwood University. Submitted and in Review. $120,000. Until Aug 2026

Applied but did not receive (2024)

- 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)
- Fund for Excellence and Innovation competition from SCHEV

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

Have started working with Microsoft and Micron Corporation to create new programs aligned to their needs with a focus on Data Science and Computing.

B. In-kind Services

- Frederick County has paid $250,000 towards a HVAC unit that is a part of the Data Lab at DJ Howard where the physical lab school is located.
- Frederick County is currently paying for the transportation to and from the DSCA lab school.
- GMU will be providing about one-fifth the tuition for the students to take the proposed Lab School College Credit class COS120
- GMU will be supporting the registration fees for about 20 high school students from the Lab School and the partnering school divisions (that includes future lab school students)

who will be attending a Machine Learning Workshop to be held on Nov 7th as a part of a major international conference at George Mason University.

- Travel of several teachers were supported for attending the VA High School Data Science Professional Learning Institute for 170 High School Teachers on Engaging the next-generation through Data in the age of AI (https://sites.google.com/view/va2024dsinstitute)

C. Community Partnerships

Following the recent Lab School opening on Sept 3rd that included the Governor, Lieutenant Governor, Sec of Education, Commissioner of VA Works and many other dignitaries, a list of **community partners** has been created, and we are currently making plans to engage each of them with the Lab School to help offer their expertise and experiences. These include members from Laurel Ridge Community College, Germanna Community College, Delegate from 32nd district, VCCS and Virginia Ed Strategies.

D. Employer Partnerships

Following the recent Lab School opening on Sept 3rd that included the Governor, Lieutenant Governor, Sec of Education, Commissioner of VA Works and many other dignitaries, a list of **local employer** partners has been created, and we are currently making plans to engage each of them with the Lab School to help offer their expertise and experiences. Thes include the CEO of the Shenandoah Valley Workforce Development Board who is a member of the Lab School Governing Board and Virginia Works in Richmond and active discussions about potential apprenticeships and internships have already begun.

Another member of the Lab School Governing Board, is a global business advisor/strategist will advise students and teachers from the lab school on entrepreneurship programs and opportunities.

E. Family Partnerships

- One of the parents who sits on the Governing Board will help to lead efforts on building family partnerships through programs and activities from the Lab School.
- GMU Smithsonian Mason Conservation Center continues to hold learning experiences in the Fall and Spring various Saturdays where students and parents meet with faculty and scientists doing data collection as citizen scientists through project based and experiential learning.

F. Other [Please Describe]

The DSCA school is actively enhancing opportunities around AI.

- An **AI in Education** conference was held at George Mason University that helped to bring several stakeholders from VA together and Lab school was highlighted in this event. A statewide report was published from SCHEV.

- The fourth annual **VA High School Data Science Institute** was held at George Mason University in June 2025 that brought over 170 teachers from all across the State to learn about the importance of Data Science in the Age of AI.

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 DSCA planning committee including members from GMU and Frederick leadership meet every Tuesday to discuss activities for the lab school. Currently the first cohort of students includes only 9 in-person and about 26 virtual students who are taking the lab school college credit course offerings. Given the seven school divisions in the partnership are spread over a 2400 square miles region, transportation has made it challenging for more students to take advantage of the school. We are actively continuing to recruit and hope to grow the physical lab school number to 60 students in the coming year and then we hope to discuss the potential per pupil funding and other in-kind resources.

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 actively starting discussions with the local business development to incorporate challenges into the lab school coursework so the students can build potential data-driven tools for these businesses.
- We will start to work with the Shenandoah Valley Workforce Development to learn more about opportunities on apprenticeships.

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

Now that the lab school was launched just less than 2 months back, in the next 5-years we will continue to actively apply for federal and state-wide grant opportunities.

- We will be actively engaging the Governing board members to assist in bringing their expertise to shape the growth of the school.
- 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. We are happy to learn that our Lab School is now showcased on their statewide Virginia has jobs and Data website.
- We hope to collaborate with VCSS and The Growth & Opportunity (GO) Virginia 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.
- Will continue to work with the Shenandoah Regional Workforce to 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. And this will be focused on Data Science, Computing and Applications which is the theme of the Lab School through GMU.

- We will actively pursue federal (NSF, NASA), state-wide (VDOE, SCHEV) grant opportunities focusing on for Data Science, Computing and Applications.
- Working with Data Science for Everyone (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. Worked with the US National Academies to receive a $400K grant from the Gates Foundation through DS4E.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

- 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
- 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.
- A meeting planned with all school counselors for all feeder high schools to explain the DSCA program and application process.
- 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
- We are actively planning to have the current Lab School students visit their home schools and serve as student ambassadors to help more students to join the next cohort.

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

As we are just starting, we are starting to build new relations after the launch of the school on Sept 3rd, 2025. We will be reaching out to each of the partners to help them learn about the focus of the lab school to gain their support.

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 are actively participating in multiple activities including both presenting at the innovation summit to leading sessions, being a part of the Instructional Innovation NIC Committee Meeting, Seed Grants applications development team and ODU Lab School network meetings. The Lab School team was also a part of one of the seed grant with Laural Ridge Community College Communication grant that is currently helping to build marketing and recruiting materials.

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?

Not applicable

8. What are helpful resources for VDOE to best support you and your team?
- More support from VDOE for fiscal and funding matters would be helpful.

9. Is there anything else VDOE should know about this year's lab school work and sustainability efforts that you are engaged in?
- We would appreciate VDOEs support in fund-raising and recruitment strategies.

School Name: James Madison University School for Innovation and Career Exploration

Lead IHE: James Madison University (JMU)
Fiscal Agent & Partner: JMU, Rockingham County Public Schools, 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 streams. This should include source and total contribution amount. Identify whether the funding is one time or on-going, and for how long.

Salary and Wages-$280,209.16
The salary and wages for Year 1 include:
• Executive Director (25% since 75% covered from planning grant)
• Community Engagement Liaison (75% due to start date)
• Fiscal Technician
• Two Graduate Assistants (MEd-Teacher Leadership; MEd-School Counseling)
• Overload for JMU/BRCC faculty
• 8 teachers plus 16 additional teachers hired at 50% to begin planning for Year 2 in spring 2025
• Administrator Support

Telecom-$617.86
Establishment of phone line and telecom services for communication purposes

Postal/Shipping-$586.28
Expenditures for postage and shipping of materials/promotional items

Printing Services-$1133.16
Expenditures related to photocopying/maintenance of copy machine in Lab School central office,
located in the JMU College of Education (Memorial Hall)

Training/Development-$17,067.83
Expenditures related to facilities/catering/materials/supplies needed for lab school teachers/staff to participate in training and curriculum development

Program Evaluation/Data Collection-$62,035
Skilled services contract provided to external evaluation team (ARET Group and Madison Center for Community Development) to identify data collection needs in partnership with Rockingham County Public Schools and to build a secure, protected, and outward-facing data dashboard to collect and report on Lab School outcomes

Technology/Software-$1999.43
Expenditures for laptop for Fiscal Technician and software needed for administrative services to support the Lab School

Vicinity Travel-$3475.05
Mileage reimbursement for Executive Director, Community Engagement Liaison, and two graduate assistants to maintain active presence in the schools throughout the year, including mileage to Broadway High School, East Rockingham High School, Turner Ashby High School, and Spotswood High School.

Promotional Items-$13,592
Promotional items such as shirts, pens, lunch totes, and items related to advertising the Lab School.

Office Supplies-$810.55
Supplies ordered for the Lab School central office for standard operation of the office, such as pens, staplers, notebooks, and other office-related materials.

Graduate Assistant Fellowships-$19,044
Two graduate assistants (Teacher Leadership and School Counseling) received fellowships as part of the standard compensation package for graduate assistants at the university.

Equipment/Furniture-$4819.68
Furniture and equipment needed for the Lab School central office, including desk, partition, and office chairs

Instructional Program-$307,997.83
The expenditures for instructional program include materials needed for students, including curriculum materials and supplies; technology at the school sites; lab equipment and supplies for environmental science; equipment for health/physical education; materials/supplies for English; materials/supplies for world geography.

Administrative Fee to University-$82,200
Approved lab school application language related to the 10% administrative fee is below: "Because JMU [is] the fiscal agent for this lab school, typical administrative costs for an externally funded project are expected to be 26%. Due to in-kind contributions, the administrative fee is set at 10% to cover costs associated with the operations of the lab school that include the reliance on university resources: legal, human resources, facilities, utilities, transportation, risk management, finance/administration."

Carry-over State Funds from State Agencies-$26,411.84
The carry-over funds are 3% and will be accounted for in Year 2.

Total Expenditures-$822,000

Financial Policies, Controls, and Audits

James Madison University serves as the fiduciary for the Lab School. Monitored by the Office of the Associate Vice President for Finance, the Lab School is under the financial control of and meets the requirements set forth by the Office of the Associate Vice President and articulated in the Finance Procedures Manual. There are three Commonwealth of Virginia agencies that interact with the finances of the Lab School: 1) James Madison University, 2) Rockingham County Public Schools, and 3) Blue Ridge Community College.

For expenditures disbursed to Rockingham County Public Schools and Blue Ridge Community College (faculty overloads), invoices were generated by Rockingham County Public Schools and Blue Ridge Community College. Upon receipt, accounting vouchers were created within the JMU Financials system to generate payments. Travel expenditures for lab school staff were processed using Chrome River, orders/supplies were purchased on the Small Purchase Credit Card and/or through eVA. Monthly budget reconciliation occurred and the use of an internal tracker to monitor encumbrances and expenditures were implemented. No audits were conducted during Year 1.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

B. In-kind Services

C. **Community Partnerships**

Blue Ridge Community College
Community Experts and Mentors

D. Employer Partnerships

E. Family Partnerships

F. Other [Please Describe]

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. 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 continues to serve as a business community partner, and a representative serve 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. Since the lab school is connected to industry, [The Lab School Executive Director] and Blue Ridge Community College faculty are in the final planning stages to track plans for dual enrollment and connection to industry partners (Sentara, Merck). 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 has expanded to include an Assistant Director and Curriculum Coordinator. The Lab School leadership team meets bi-weekly with RCPS principals to plan for needs (short-term and long-term). These meetings have resulted in planning for Year 3. 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. Ongoing planning for Year 3, will include students entering 11th grade and engaging in dual-enrollment course work. The Lab School team has met regularly with Blue Ridge Community faculty to ensure that electives, core curriculum, advanced diploma, and dual enrollment are planned for starting next year.

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 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

The Executive Director and high school principals will continue to meet with middle school principals; 8th grade teachers and school counselors to continue to coordinate and engage in recruitment efforts. A lab school website has been created and updated and is accessible through all RCPS high school websites. Lab school updates are regularly communicated with families and community members through website updates and school board meetings. The 11th timeline and course offerings will be communicated with families as well as will be proposed for RCPS school board approval in January 2026 to be included in the RCPS course catalog/offerings for the 2026-2027 school year.

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

[The Lab School Executive Director] meets monthly with the Dean of the College of Education to discuss expansion and sustainability plans. In addition to this, [The Lab School Executive Director] has presented to the JMU Board of Visitors, and Delegate Runion and the RCPS school board to offer informative data about the mission, vision, and long-term goals of the JMU Lab School. [The Lab School Executive Director] has 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?

JMU Lab School is not directly involved in the ODU Center for Education network, primarily since JMU is the fiscal agent of the JMU Lab School. The Executive Director stays connected with the center by engaging in monthly informational meetings and participation in the summit to stay connected with Lab School partners throughout the Commonwealth.

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?

Helpful resources would be regular communication about policies and processes to be followed by the VDOE. It would also be helpful to have communication about the long-term plans of lab schools beyond the grant timeline to be able to effectively communicate with stakeholders the sustainability of the work being done regarding the Lab School.

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

The JMU Lab School has created a highly effective data collection tool that will allow us to collect and analyze data that can be used to help support overall progress and results with quantitative and qualitative data. This data collection tool would be highly valuable tool potential for all lab schools, and we would be more than willing to share this resource with others who are interested.

School Name: Maritime Engineering and Environmental Studies Academy

Lead IHE: Old Dominion University
Fiscal Agent & Partner: Old Dominion University & Newport News Public Schools

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.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

MEESA anticipates receiving approximately $200,000 in one-time regional grant funding in the upcoming year to support maritime programming and student innovation projects.

B. In-kind Services

The Mariners' Museum and Park provided digital images curated from its collection for MEESA to use in classroom décor and instructional displays. This collaboration represents an ongoing relationship with the Museum and contributes to MEESA's maritime identity and community engagement.

C. Community Partnerships

Local organizations such as Nauticus, the Mariners' Museum, QED, Youth Sail Virginia, J & F Alliance Group, and the U.S. Coast Guard provide continuous support through guest lectures, student experiences, and community programming. MEESA also participates regularly in Hampton Roads STEM and environmental community events that highlight maritime innovation.

D. Employer Partnerships

• Newport News Shipbuilding – Providing mentorship, industry insights, and workforce alignment in ship design and construction.
• Port of Virginia / Logistics Sector – Supporting curriculum alignment with supply-chain and logistics competencies.
• Dominion Energy / Offshore Wind – Providing renewable-energy expertise and site experiences.
• Youth Sail Virginia & Mariners' Museum – Strengthening maritime culture, community outreach, and hands-on STEM experiences.
• Jefferson Lab – Emerging partnership focused on quantum information science and federal workforce development.
• J & F Alliance Group – Partnering to integrate simulation-based learning and immersive technologies into maritime and defense workforce pathways.
• QED – providing site visits and student mentoring

E. Family Partnerships

Family engagement is central to MEESA's culture and sustainability. Families participate in open houses, feedback sessions, and family nights, and parent outreach is woven into MEESA's community-building efforts.

F. Other [Please Describe]

NSF Proposal - Under Review
REU Site: Design Thinking for Educational Transformation in STEM Preparation - $444,321 (NSF - ECR-EDU Core Research). Part of collaborative ODU Lab Schools proposal.
NSF Proposal - Under Review
Conference: Design Thinking for STEM Learning and University, School, & Industry Partnerships for Workforce Preparation. $89,307 (NSF-ECR-EDU Core Research). Part of collaborative ODU Lab Schools proposal.
NSF Proposal - Not Funded
Collaborative Research: Immersive, Personalized, and Accessible Cybersecurity Training (IMPACT): Developing Future-ready Competencies Empowered by AI for Middle and High Schoolers - $637,376 (NSF- Discovery Research K-12) - Part of a collaborative project with ODU researchers.

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 Maritime Engineering and Environmental Studies Academy (MEESA) operates through a collaborative partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS). NNPS provides substantial in-kind contributions that ensure equitable access, operational efficiency, and high-quality educational experiences for all participating students. These investments reflect NNPS's deep commitment to student success, safety, and academic excellence while supporting the long-term sustainability of MEESA.

Personnel Contributions

NNPS dedicates both direct and shared staffing to MEESA's daily operations and instructional management:
Teachers: Full-time Long-Term Substitute (LTS) assigned to MEESA classrooms.
Shared Support Staff:
Secretary – 0.5 FTE (shared with Point Option)
Custodian – 0.5 FTE (shared with Point Option)
Instructional Technology Coach (ITC) – 0.25 FTE devoted to MEESA
Department of Teaching and Learning: Executive Director (0.15 FTE), STEM Supervisor (0.12 FTE), CTE Supervisor (0.12 FTE)
Technology Support Specialist (TSS) – 0.25 FTE
Security – 0.5 FTE (shared with Point Option)
Nurse – 0.5 FTE (shared with Point Option)
Budget, Payroll, HR, and Student Information Systems staff provide proportional administrative support through existing NNPS structures.

Non-Personnel Contributions

Materials and Supplies: NNPS provides replacement and consumable instructional materials (e.g., PLA filament, acrylic and plywood sheets, rechargeable batteries, Arduino boards, sensors, LED strips, servo motors, and environmental science lab kits).
Copier Access: Shared copier use for instructional and administrative staff, including monthly copy limits and servicing.
Promotional Support: NNPS Communications and Media Teams provide expertise in social media, video, and graphic design to promote MEESA programs and events.
Educator Preparation: Tuition and administrative support for educator credentialing and participation in professional learning through NNPS and CEIO collaboration.
Field Trips and Internships: Coordination and logistical support for transportation, site visits, and experiential learning opportunities.
Child Nutrition: NNPS provides all student meals in accordance with division policy.
Transportation: NNPS manages and funds transportation to and from MEESA and for field experiences, ensuring equitable access for all students.
Staff Development: Professional learning and training opportunities aligned with MEESA's instructional model, facilitated by NNPS's Department of Teaching and Learning.
Technology, Equipment, and Facilities:
Classroom technology, capital assets, and maintenance provided and supported by NNPS.
Access to shared facilities, custodial services, and safety infrastructure.
Renovation support and classroom readiness coordination.
Online Licenses and Systems Access: Access to Canvas, library databases, and other instructional systems to ensure consistent digital learning environments.
Student Services and Supports
NNPS ensures that all MEESA students receive comprehensive services, including:
Counseling, health, and nursing support.
Specialized services for students with disabilities, English Language Learners, gifted students, and those requiring academic intervention.

Coordination of standardized testing (SOL, SAT, ACT) and extracurricular opportunities originating from the division.

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

From the outset, the Old Dominion University (ODU) College Partnership Lab Schools have prioritized direct engagement with Virginia's business and industry community. Employer partnerships are foundational to the mission of each school and ensure that classroom learning connects directly to the Commonwealth's workforce needs. Each ODU-led lab school is aligned with a critical industry sector—maritime, aerospace, computer science, or STEM-related fields—so that every student and family can see a clear, authentic pathway into high-demand careers. These partnerships provide students with hands-on experiences, help families understand emerging workforce opportunities, and position Hampton Roads as a model for linking education directly to economic growth.

At the Maritime Engineering and Environmental Studies Academy (MEESA), employers such as QED Systems, BAE Systems, CMA-CGM, Colonnas Shipyard, Dominion Energy, and the Port of Virginia bring the maritime economy into the classroom. These companies provide mentoring, site visits, and curriculum alignment that allow students to see firsthand how shipbuilding, logistics, offshore energy, and environmental science shape Virginia's economy. By engaging employers directly in instruction, MEESA demonstrates how education and industry can collaborate to build talent pipelines for critical sectors.

At the network level, the ODU College Partnership Lab Schools have advanced a partnership with Amtek, establishing Hampton Roads as a national showcase for innovative classroom and makerspace design. CEIO also collaborates with the Hampton Roads Workforce Council, Hampton Roads Alliance, and Hampton Roads Chamber to align school-level employer partnerships with regional and statewide economic development priorities. This alignment ensures that individual partnerships collectively strengthen Virginia's workforce pipeline and sustain long-term economic growth.

Employer Engagement and Impact

Employer involvement has been visible through high-profile events widely covered by local media and celebrated by families, students, and partners. These events illustrate the tangible outcomes of partnerships and reinforce the case for sustained investment. Industry partners representing shipbuilding, logistics, port operations, offshore wind, nuclear energy, and immersive technology have provided mentorship, programming, and workforce exposure. Many have also committed to offering job-shadowing, externships, and project sponsorships for MEESA students.

Highlights of Key Partnerships

• **MEESA Student Boat Launch (February 2025):** Students designed, built, and launched boats as part of an applied engineering project supported by QED Systems and BAE Systems.

The event highlighted the strength of Hampton Roads' maritime industry and demonstrated how classroom learning connects directly to shipbuilding and marine engineering careers.
• **Innovation Summit (April 2025):** CEIO convened over 200 leaders from business, education, and government to co-design the alignment of Virginia's lab schools with the state's workforce future. The Summit featured design sessions, cross-sector panels, and lab school showcases focused on maritime, aerospace, computer science, and STEM pathways. A partner noted, "This is not just a school initiative—it's a statewide movement," underscoring the role of ODU's College Partnership Lab Schools as engines of opportunity.

Plans for 2025–26

• Establish a Regional Workforce Advisory Council to align employer input with pathways across ODU's four lab schools.
• Expand internship, shadowing, and site visit programs with existing employer partners.
• Co-develop curriculum modules with anchor partners to strengthen alignment between instruction and workforce needs.
• Strengthen coalitions with regional chambers and workforce councils to sustain a unified regional talent pipeline.

Next Steps

• Formalize long-term partnership agreements with anchor employers to secure sustained resources.
• Publish a regional engagement calendar to coordinate site visits, student showcases, and workforce events.
• Embed employer-driven activities and sponsorships into MEESA's five-year sustainability plan to ensure continuity and scalability.

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

The Maritime Engineering and Environmental Studies Academy (MEESA) will focus on expanding diversified revenue streams and strengthening its strategic partnership with Newport News Public Schools (NNPS) to ensure long-term financial sustainability. As the division partner and fiscal collaborator, NNPS plays a central role in operational alignment, per pupil funding, and shared resource development that underpin MEESA's five-year sustainability plan. The upcoming year will emphasize deepening district collaboration, expanding industry partnerships, and leveraging state and federal funding opportunities aligned with maritime and environmental STEM education.

Next Steps Include:

• Collaborate with NNPS and the Center for Educational Innovation and Opportunity (CEIO) to develop a multi-year funding roadmap that integrates division-level in-kind contributions, employer sponsorships, and philanthropic support.
• Continue to strengthen the NNPS–ODU partnership through shared grant development, joint

professional learning initiatives, and co-designed curriculum efforts that align with district and regional workforce readiness goals.
• Pursue joint grant opportunities through state, federal, and foundation sources, particularly those supporting maritime workforce development, STEM innovation, and environmental literacy.
• Expand corporate sponsorships tied to student-led design, research, and sustainability projects, including summer and after-school programs supported by NNPS.
• Establish fee-for-service professional learning offerings in maritime STEM education, jointly marketed with NNPS, to generate auxiliary revenue and expand educator capacity across the region.
• Strengthen philanthropic relationships with local and regional industry leaders through the MEESA Advisory Council and NNPS engagement in maritime and environmental coalitions.
• Expand collaboration with Jefferson Lab to pursue federal workforce development grants in quantum information science and emerging maritime technologies, advancing the NNPS–ODU vision for future-ready STEM learners.
• Leverage CEIO's statewide network to align MEESA and NNPS initiatives with cross-lab school innovation efforts that attract shared investment, research funding, and statewide visibility.

Together, NNPS and ODU are positioning MEESA as a sustainable, high-impact model for regional innovation. By combining district resources, higher education expertise, and strategic partnerships, MEESA's five-year sustainability plan establishes a durable framework that advances student opportunity, workforce alignment, and educational innovation across Hampton Roads and beyond.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

Repeatable Pipeline Events:

Host *Mariners' Adventure Summer Camp* for rising 9th and 10th graders (2026 program in planning; 2024 and 2025 already complete).
Continue participation in NNPS *Magnet & Specialty Programs Preview Night* and MEESA *Open House*.
Continue NNPS Middle School *Magnet & Specialty Programs Preview* presentations to 8th grade classes at all seven NNPS middle schools.

Conduct targeted recruitment presentations for 10th graders at all six NNPS high schools.
Hold annual *Counselor Information Sessions* to equip school counselors with MEESA specific program knowledge.

Community & Media Outreach:

Continue CEIO and NNPS Media Teams partnership (social media campaigns, district publications, website, and news stories).

Build visibility through ongoing participation in community STEM and maritime/environmental events, e.g.:
Hosting Sun Day renewable energy awareness walk.
Volunteering at Youth Sail Virginia annual fundraiser.
Participating in Nauticus Maritime Expo.
Participating in NNPS/CNU Community STEM Day.
Highlight Innovator and family stories in community-facing materials to personalize the MEESA experience.

Higher Ed & Statewide Outreach:

Expand recruitment visibility by presenting at state and regional conferences (e.g., VTEEA, VSTE, Chesapeake Bay Foundation Climate Change Conference,)
Collaborate with ODU and other higher ed partners to integrate MEESA in recruitment and STEM pipeline conversations beyond NNPS.

Early Industry and Higher Education Exposure:

MEESA Innovators gain early, authentic exposure to maritime careers through participation in events such as the *Society of Naval Architects and Marine Engineers (SNAME) High School Mentoring Program* and the *ODU School of Supply Chain, Logistics, and Maritime Operations Career Exploration Event*. These experiences allow students to engage directly with professionals in ship design, offshore wind, port operations, and logistics, while also connecting with ODU professors, students, and industry leaders. This dual exposure not only builds excitement for maritime and environmental STEM pathways but also creates tangible higher education connections that inspire long-term career and college goals. Combined with strong media visibility through NNPS and extensive participation in regional outreach events, MEESA has established a multi-layered recruitment pipeline that begins as early as 8th grade and is sustained through family and community engagement.

Parent Outreach & Engagement:

Host *Parent Information Nights* and family-focused sessions that highlight both academic and career pathways.
Develop family appreciation and feedback events to strengthen trust and engagement.
Provide regular family newsletters and updates to maintain transparent communication.

Retention of Current Innovators & Families:

Continue offering student opportunities for real-world experiences (career expos, maritime conventions, industry mentorships) to reinforce the program's value.
Maintain strong family communication loops for academic and social support.
Continue building MEESA's community identity (Innovators, Navigators, Mentors, Leads) to strengthen belonging and pride.
Create structures for parent volunteerism and partnership that reinforce community connection.

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

Philanthropic engagement is essential to the long-term sustainability of the ODU College Partnership Lab Schools. These schools are positioned as public education incubators of opportunity, where philanthropy directly supports students, families, and educators. Philanthropic cultivation is expanding through increased visibility, coalition-building, and targeted outreach.

At the Maritime Engineering and Environmental Studies Academy (MEESA), philanthropic outreach builds on strong industry partnerships in the maritime, environmental, and clean energy sectors. We are convening an ODU College Partnership Lab School regional MEESA Advisory Council to serve as a key platform for cultivating philanthropic relationships, aligning donors and corporate partners with student learning experiences, program expansion, and capital priorities.

Plans for 2025–26:

• Convene the regional counsel to connect philanthropy, business, and education leaders in coordinated support of ODU College Partnership lab schools.
• Finalize a case statement emphasizing opportunity, workforce readiness, and innovation in public education.
• Expand philanthropic cultivation to include state and national foundations in education, workforce development, and STEM.
• Develop mission-aligned sponsorship models for signature events.

Next Steps:

• Secure initial philanthropic gifts tied to MEESA's grade-level expansion and student project sponsorships.
• Pursue multi-year sponsorships.
• Continue leveraging media visibility and community engagement to attract sustained investment from new philanthropic partners.

Through these efforts, MEESA will establish a replicable framework for philanthropy-driven educational innovation, ensuring that Virginia's lab schools remain both impactful and sustainable for years to come.

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?

MEESA is an Old Dominion University (ODU) College Partnership Lab School and is deeply engaged in the ODU Center for Educational Innovation and Opportunity (CEIO) Lab School Network. Through CEIO, lab school directors and leaders convene monthly to discuss shared priorities, collaborate on implementation strategies, and process opportunities and challenges related to school design, instructional innovation, and sustainability.

MEESA actively participates in networked innovation communities, including the *Instructional Innovation* and *Educator Preparation* Networked Improvement Communities (NICs), which serve as collaborative spaces for co-designing and testing instructional models and professional learning systems across the state. The MEESA team also contributes to and participates in CEIO's annual Innovation Summit, which brings together lab schools, higher education partners, and industry leaders to share progress and shape future directions for educational innovation in Virginia.

Next steps include curating and disseminating lessons learned from MEESA's first years of implementation, contributing exemplars to CEIO's statewide resource hub, and deepening participation in CEIO's research and development initiatives to support evidence-based improvement and network-wide capacity building.

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?

Flexibility in integrating interdisciplinary and project-based instructional models into state accountability frameworks.

Flexibility on CTE completer assignment to co-enrolled schools.

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

The Maritime Engineering and Environmental Studies Academy (MEESA) is establishing itself as a regional hub for maritime and environmental STEM innovation, creating ripple effects that extend well beyond Newport News. Through conference presentations, cross-state collaborations, and emerging national partnerships, MEESA is positioning Virginia as a leader in integrating STEM education with workforce-aligned learning.

MEESA's sustainability framework is grounded in strong K–12, higher education, and industry partnerships that collectively create a replicable model for innovation across the Commonwealth. The academy's success reflects a deliberate balance between innovation and operational sustainability, ensuring that growth aligns with both instructional quality and fiscal responsibility.

Aligned with House Bill 1477, MEESA represents a researchable model of interdisciplinary instructional innovation, where maritime engineering, supply chain and logistics, and environmental studies design intersect to prepare students for future-ready careers. Program expansion is intentionally planned to scale responsibly, maintaining the high-quality, hands-on learning experiences that define the MEESA Innovator experience.

School Name: Mountain Gateway-Technology 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.

MGCC's Lab School opened doors August 25, 2025. At present, we have not spent non-General Fund monies.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

Currently we do not receive philanthropic and corporate funds. However, we are evaluating our path forward in this area.

B. In-Kind Services

In-kind services are delivered by personnel. The Vice President of Academic Affairs continues to facilitate outreach and support for MG-TEC by working on curriculum development and engaging with K-12 superintendents, as well as through a homeschool consortium. Estimated time commitment is 2 hours per week, totaling approximately 3,692.16 annually. The Program Head for Information Systems Technology provides assistance with curriculum support and scheduling. The estimated time commitment is also 2 hours per week, amounting to approximately $2,472.44 annually. Additionally, Drone Dojo provided a one-time educational discount of $5000 for purchasing programmable drones and rovers and lifetime access to all of the projects, videos, and courses they offer. Lifetime access is a $1,000 in-kind value.

C. Community Partnerships

Currently we partner with the Virginia National Guard's 91st Cyber brigade for cyber warfighter training for MG-TEC seniors and faculty. Additionally, we will be partnering with AFCEA in November for Cyber Readiness exercises.

D. Employer Partnerships

Agricision is a local agricultural drone company that provides drone-based services to farms and other agriculture companies. Agricision has agreed to provide summer internships to MG-TEC students for drone assembly and programming.

E. Family Partnerships

4hands Farm is our liaison with our local homeschool communities and helps to recruit home-school students to the MG-TEC program.

F. Other [Please Describe]

Mountain Gateway Community College has allocated $33,329.68 in Equipment Trust Fund resources to enhance security measures (video cameras) and A/V connectivity at the Joe Wilson Workforce Center. This initiative underscores a commitment to supporting remote learning environments and ensuring safety for students.

MG-TEC has co-authored one National Science Foundation and one Commonwealth Cyber Initiative grant. Our expected portion would be $11,000 in research funds.

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 receive transportation support from schools using the pre-existing transportation network provided to the Jackson River Governor's School. 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. Governing Board meetings include an agenda item discussing sustainability.

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 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

MG-TEC has held recruiting events at community festivals and in conjunction with local high schools. Additionally, our word-of-mouth efforts are a driving force in our recruitment. We have had numerous requests from students wishing to join our programs after speaking with current students. Lastly, MG-TEC offers hands-on instruction and curricula that cannot offered at our K-12 and Home-School partners.

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?

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.

Since IMTA's approval by the Board of Education, multiple non-General Fund revenue streams have been secured to advance long-term sustainability and program growth.
The College received a **no-cost, long-term facility commitment** from the *Isle of Wight County Board of Supervisors*, ensuring stable access to instructional space without ongoing lease expenses. In addition, a **one-time building donation** valued at **$1.1 million** in Suffolk expanded capacity for hands-on learning and lab-based instruction.

Additional financial investments have been secured through the following one-time contributions, which will support the construction of the Workforce Trades and Innovation Center (WTIC). IMTA students will utilize this facility to receive hands-on training in maritime trades and earn industry-recognized credentials.

- **Blue Forge Alliance:** $3,093,983 (one-time)
- **Blocker Foundation:** $250,000 (one-time)
- **VCCS FY25 Workforce Funding:** $193,000 (one-time)
- **VCCS FY26 Workforce Pipeline Funding** $362,000 (one time)

Looking ahead, IMTA anticipates **ongoing annual revenue** from multiple sources, including:

- **Dual Enrollment FTE Funding:** Approximately $176,178 annually
- **FastForward Funding:** Approximately $360,000 annually for maritime trade courses
- **Equipment Trust Fund:** $50,000 annually to sustain technology needs

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

IMTA has successfully leveraged philanthropic and corporate giving to support capital development and program expansion for the Suffolk location.

- *Blue Forge Alliance:* $3,093,983 (one-time funding)
- *Blocker Foundation:* $250,000 (one-time funding)
- *VCCS Workforce Funding:* $193,000 (one-time allocation)
- *VCCS FY26 Workforce Pipeline Funding $362,000 (one time)*

B. In-kind Services

IMTA benefits from substantial in-kind support through long-term facility use agreements and operational partnerships.

- **Isle of Wight County Board of Supervisors***:* No-cost, long-term facility commitment
- **Building Donation***:* One-time donation of a Suffolk facility valued at $1.1 million

C. Community Partnerships

Community collaboration remains central to IMTA's mission, strengthening outreach, experiential learning, and local engagement.

- **Isle of Wight County Schools (IWCS***):* Provides in-kind resources including transportation, meals, extracurricular access, and student support services
- **Paul D. Camp Community College**: Provides IHE support through
  - **Dual Enrollment FTE Funding:** Approximately $176,178 annually
  - **FastForward Funding:** Approximately $360,000 annually for maritime trade courses
  - **Equipment Trust Fund:** $50,000 annually to sustain technology needs

D. Employer Partnerships

HII-Newport News Shipbuilding (NNS) serves as a vital employer partner, helping align IMTA's programs with industry needs. NNS guarantees an interview for every IMTA student who successfully completes their program, ensuring a direct pathway from training to employment. The company also shares its expertise in curriculum development, helping shape coursework that reflects current industry standards and workforce expectations. In addition, NNS supports experiential learning through site visits, mentorships, and hands-on opportunities, giving students real-world exposure and practical skills that prepare them for successful careers in the maritime trades.

E. Family Partnerships

Families serve as active partners in supporting student success and long-term enrollment stability.

- Engagement through orientation, family information sessions, and ongoing communication supports retention and recruitment efforts.

F. Other [Please Describe] – N/A

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 (IWCS) currently provides a range of in-kind resources and services in accordance with the fully executed MOU between Camp/IMTA and IWCS. The division coordinates and funds all student transportation to and from Camp's Center at Smithfield, Camp's Workforce Trades Innovation Center, Smithfield High School, Windsor High School, and designated experiential learning sites to ensure reliable access to instructional and hands-on learning opportunities. IWCS also manages and funds student participation in extracurricular activities, including athletics, for IMTA students originating from IWCS. In addition, the division provides daily meals for all IMTA students.

IWCS identifies and provides appropriate supports for students with disabilities, English Language Learners, students not meeting academic progress benchmarks, and gifted students enrolled in the IMTA. In collaboration with Camp, IWCS also ensures that all IMTA students have access to counseling, support services, and necessary accommodations to promote academic success and overall well-being.

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 to date have centered on building meaningful connections with the local business community and workforce stakeholders. This has included actively participating in community workforce events designed to establish relationships with employers and industry leaders, while also increasing awareness of our program and its impact. Additionally, our students have been invited to attend local workforce events that expose them to a variety of industries where they can apply their electrical and welding skills, thereby strengthening the bridge between classroom learning and real-world application.

Looking ahead, we plan to expand employer partnerships by implementing a multi-faceted approach. First, we will invite guest speakers from various industries to share insights on employer needs and workforce expectations directly with our students. Second, we will encourage business partners to actively engage with our program by participating in events and networking opportunities, thereby fostering stronger collaboration. Finally, we aim to formalize pathways for student success by working with business partners to create interview opportunities and potential employment connections upon graduation.

Through these initiatives, our goal is to cultivate sustainable partnerships that not only prepare students for success but also address the evolving needs of local industries.

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

In the coming year, our revenue growth efforts will focus on diversifying income streams and strengthening partnerships to meet the regional workforce demand.

We will expand our pursuit of public and private grants, prioritizing multi-year funding opportunities that support reskilling, equity, and career pathway initiatives. At the same time, we will engage employers through sponsorships that create shared investment opportunities, such as equipment donations.

To strengthen long-term sustainability, we will grow philanthropic giving and cultivate recurring donors through a structured stewardship plan, using clear impact metrics—such as completion, job placement, and wage outcomes—to demonstrate return on investment.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

Next steps for new student recruitment and parent outreach for the 2026–2027 school year began in Summer 2025, when families received invitations to apply for admission. Following this, we will expand our outreach by visiting local high schools to share essential information with 10th-grade students, introduce them to hands-on activities that reflect our instructional model, and host Q&A sessions for both students and families. This early outreach is intentional, as targeting 10th-grade students allows guidance counselors to help families develop academic plans that align with IMTA's enrollment requirements and prepare students for a successful transition into our program.

To retain our existing students and families, we remain committed to transparency, consistent communication, and meaningful engagement. We provide families with regular updates on student progress, maintain open channels of communication, and demonstrate alignment between IMTA's mission and vision and our daily practices. This connection helps families see how our guiding principles shape decisions and actions within the Academy. Additionally, we continue to foster student motivation and success through proven educational practices that emphasize creativity, innovation, and problem-solving. Hands-on projects and strategic thinking assignments are core components of our approach, ensuring that students are both challenged and inspired to reach their fullest potential.

Through these combined efforts, IMTA strives to both grow enrollment and strengthen relationships with current students and families, creating a sustainable community of learning, innovation, and excellence.

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

To support student and grade-level expansion and ensure the long-term sustainability of our programs, we are actively engaging and cultivating philanthropic partners who share our commitment to workforce development and educational access. Our approach focuses on building genuine, mission-aligned relationships that demonstrate both the immediate impact and

long-term return on investment of their support. We are strategically identifying partners whose philanthropic priorities align with our core goals—such as increasing access to credentialing programs, expanding pathways and addressing regional workforce needs—and inviting them to collaborate in shaping the next phase of our growth.

To ensure long-term sustainability, we are incorporating philanthropic engagement into a broader five-year strategic plan. This includes diversifying funding streams through a combination of public-private partnerships, recurring donor programs, and multi-year commitments from key funders. We are also creating a formal recognition framework to honor and retain our partners, emphasizing transparency, accountability, and the visible impact of their contributions. By aligning our fundraising strategy with our institutional priorities and community needs, we are cultivating a strong network of philanthropic champions who will help sustain our programs, expand access for future cohorts, and ensure our continued growth over the next five years.

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?

Yes, IMTA is actively involved in the ODU Center for Education Innovation and Opportunity's Lab School Network. Currently, the school's Director serves on the Professional Development Committee for teachers and school leadership. In this role, the primary focus is to design and deliver meaningful professional learning opportunities that equip educators with the tools, strategies, and innovative practices necessary to foster student success.
The most valuable components are the opportunities for collaboration, idea exchange, and shared problem-solving with the Educational Lab School Network. This collaborative environment benefits the diverse perspectives and strengthens our capacity to implement innovation effectively.

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

The most helpful resources from VDOE would include targeted training sessions or pre-recorded instructional videos that clearly explain data collection processes and the effective use of required templates. In addition, establishing quarterly meetings with a designated VDOE representative would provide valuable opportunities to address questions, discuss challenges, and share best practices in real time. Finally, highlighting and disseminating the success stories of lab schools across Virginia would not only celebrate innovation but also foster collaboration by allowing other lab schools to learn from and build upon proven strategies.

9. 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: SmithTech School of Computer Science, Innovation and Design

Lead IHE: Old Dominion University

Fiscal Agent & Partner: Old Dominion University, Chesapeake Public Schools

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.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

SmithTech anticipates receiving approximately $75,000 in one-time regional grant funding in the upcoming year to support student innovation projects, computer science programming, and maritime-technology integration.

In addition, SmithTech and Old Dominion University (ODU) are pursuing multi-year NSF and DOE funding to support design thinking, computational literacy, and educator development across the ODU Lab Schools Network. These grants are designed to build long-term research capacity and sustainable professional learning infrastructure across Virginia's College Partnership Lab Schools.

B. In-kind Services

SmithTech benefits from substantial in-kind support from Chesapeake Public Schools (CPS), which provides instructional staff, facilities, technology access, student transportation, meals, and division-level services. CPS also supports professional learning for SmithTech educators and ensures alignment with division instructional priorities and student support systems.

Old Dominion University contributes in-kind services through curriculum design, educator development, and collaborative research initiatives that enhance program implementation and sustainability.

C. Community Partnerships

SmithTech collaborates with community organizations such as the Hampton Roads Workforce Council, Hampton Roads Chamber, and Hampton Roads Alliance to strengthen regional connections between education and innovation. These partners promote SmithTech's role in developing early computer science pathways and help align classroom experiences with regional workforce initiatives.

D. Employer Partnerships

SmithTech is cultivating relationships with SVT Robotics, DOMA Technologies, 360IT Partners, Oceaneering, Canon ITS, the US Coast Guard, and Lifenet Health. These employers will provide guest speakers, hands-on workshops, and family engagement at events like *Bytes Nights*, where students and families explore the role of technology in real-world problem-solving. Through these partnerships, students gain early exposure to applied computing, cybersecurity, and robotics—industries that employ Chesapeake Public Schools graduates and drive the Hampton Roads innovation economy.

E. Family Partnerships

Family partnerships are integral to SmithTech's culture and sustainability. Families actively participate in *Bytes Nights*, open houses, and feedback sessions, where they engage in coding and design activities alongside students. Parent volunteers also support recruitment events and student showcases, strengthening home-school connections and reinforcing the community's shared investment in innovation and student success.

F. Other [Please Describe]

NSF Proposal - Under Review
REU Site: Design Thinking for Educational Transformation in STEM Preparation - $444,321 (NSF - ECR-EDU Core Research). Part of collaborative ODU Lab Schools proposal.
NSF Proposal - Under Review
Conference: Design Thinking for STEM Learning and University, School, & Industry Partnerships for Workforce Preparation. $89,307 (NSF-ECR-EDU Core Research). Part of collaborative ODU Lab Schools proposal.
NSF Proposal - Not Funded
Collaborative Research: Immersive, Personalized, and Accessible Cybersecurity Training (IMPACT): Developing Future-ready Competencies Empowered by AI for Middle and High Schoolers - $637,376 (NSF- Discovery Research K-12) - Part of a collaborative project with ODU researchers.

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?

SmithTech operates through a collaborative partnership between Old Dominion University (ODU) and Chesapeake Public Schools (CPS). CPS provides substantial in-kind contributions that ensure access, operational efficiency, and high-quality educational experiences for all participating students. These investments reflect CPS's deep commitment to student success, safety, and academic excellence while supporting the long-term sustainability of SmithTech.

Personnel Contributions

CPS dedicates both direct and shared staffing to CPS's daily operations and instructional management:
Teachers: Full-time teachers assigned to CPS classrooms.

Shared Support Staff:
Secretary
Custodian
Instructional Coaches
Department of Career and Technical Education Director
Technology Support Specialist
Security
Nurse
Budget, Payroll, HR, and Student Information Systems staff provide proportional administrative support through existing CPS structures.

Non-Personnel Contributions

Copier Access: Shared copier use for instructional and administrative staff
Promotional Support: CPS Communications and Media Teams provide expertise in social media, video, and graphic design
Field Trips and Internships: Coordination and logistical support for transportation, site visits, and experiential learning opportunities.
Child Nutrition: CPS provides all student meals in accordance with division policy.
Staff Development: Professional learning and training opportunities facilitated by CPS.
Technology, Equipment, and Facilities:
Classroom technology, capital assets, and maintenance supported by CPS.
Access to shared facilities, custodial services, and safety infrastructure.
Classroom readiness coordination.
Online Licenses and Systems Access: Access to LMS, library databases, and other instructional systems to ensure consistent digital learning environments.
Student Services and Supports
CPS ensures that all MEESA students receive comprehensive services, including:
Counseling, health, and nursing support.
Specialized services for students with disabilities, English Language Learners, gifted students, and those requiring academic intervention.
Coordination of standardized testing (SOL, SAT, ACT) and extracurricular opportunities originating from the division.

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

From the outset, the Old Dominion University (ODU) College Partnership Lab Schools have prioritized direct engagement with Virginia's business and industry community. Employer partnerships are foundational to the mission of each school and ensure that classroom learning connects directly to the Commonwealth's workforce needs. Each ODU-led lab school is aligned with a critical industry sector—maritime, aerospace, computer science, or STEM-related fields—so that every student and family can see a clear, authentic pathway into high-demand careers.

These partnerships provide students with hands-on experiences, help families understand emerging workforce opportunities, and position Hampton Roads as a model for linking education directly to economic growth.

SmithTech: School of Computer Science, Innovation & Design is strengthened by partnerships with SVT Robotics, DOMA Technologies, 360IT Partners, Oceaneering, Canon ITS, and Lifenet Health. These companies represent Hampton Roads' growing technology ecosystem and are directly involved in student and family engagement through *Bytes Nights*-family-centered recruitment and learning events. Nearly 500 families have participated, engaging in hands-on computer science activities while hearing from employers about real-world career pathways in robotics, health tech, and cybersecurity. These experiences demystify technology careers and inspire student and family investment in future-ready learning.

Key Partnership Activities (2024–25):

Industry Events and Mentorship: Partners hosted career talks and demonstrations highlighting robotics, health informatics, and data-driven innovation.
Bytes Nights: Collaborative family engagement events that combined dinner, dialogue, and discovery—showing families that computer science belongs to every child.
Applied Learning Opportunities: Employers provided input on lesson design, helping educators connect computational thinking to authentic industry challenges.

Network-Level Partnerships:

Through the ODU Lab Schools network, SmithTech benefits from region-wide collaboration with the Hampton Roads Workforce Council, Hampton Roads Alliance, Hampton Roads Chamber, and Amtek, ensuring alignment between classroom learning and the broader innovation economy.

Plans for 2025–26:

Establish a Regional Workforce Advisory Council to align employer input with student pathways across the four ODU Lab Schools.
Expand mentoring, shadowing, and design challenges with current technology and defense-sector partners.
Develop co-branded curriculum modules with anchor employers to integrate emerging technologies such as AI, cybersecurity, and robotics.
Host an annual SmithTech Innovation Expo to showcase student design projects and deepen community partnerships.
Formalize multi-year partnership agreements with technology and innovation firms to secure sustained resources and expand experiential learning opportunities.

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

SmithTech's sustainability plan emphasizes diversified revenue streams through shared district investment, university collaboration, and external funding.

Next Steps:

Continue pursuing NSF, VDOE, and private foundation grants focused on computer science, STEM education, and design thinking.
Develop small-scale corporate sponsorships for student innovation showcases and after-school programming.
Establish a fee-based professional learning series in design thinking and computational literacy for regional educators.
Strengthen philanthropic engagement with technology companies and regional foundations committed to STEM innovation.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

SmithTech is partnering with CPS communications to provide marketing and outreach efforts to promote the lottery for the 26-27 school year. SmithTech has scheduled feeder school visits, as well as pairing with other organizations for family outreach nights and initiatives. A STEM movie night will be held in November at Oscar Smith Middle School with SmithTech providing demonstrations and information on the lab school. SmithTech will also attend the district Envision night, highlighting the academies and lab school options in Chesapeake. We will also continue to highlight our lab school efforts through social media avenues.

For retention, all SmithTech students signed a contract to remain in the program for the duration of their middle school careers. SmithTech is also focusing on adding student and parent advisory committees to gain insight from these essential stakeholders to make their experiences the best possible.

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

Philanthropic engagement is essential to SmithTech's long-term sustainability. The school's strategy centers on positioning SmithTech—and the broader ODU Lab Schools Network—as a statewide incubator for opportunity, where philanthropy and corporate investment directly support innovation, students, and families.

Current Corporate and Philanthropic Partnerships:

Corporate Foundations: Birdsong Peanuts, CEP Solar -supporting agricultural STEM, clean energy, and logistics innovation.
Innovation Partners: Amtek - advancing classroom and makerspace design.
Regional Coalitions: Hampton Roads Workforce Council, Hampton Roads Alliance, and Hampton Roads Chamber - strengthening advocacy and coalition efforts.

Technology Partners: SVT Robotics, DOMA Technologies, 360IT Partners, Oceaneering, Canon ITS, and Lifenet Health — supporting innovation labs, student engagement events, and digital literacy initiatives.
Emerging Philanthropy: Statewide education associations and private foundations exploring investment in computer science and early STEM innovation.

Visibility and Events (2024–25):

High-profile events demonstrated to philanthropic and industry leaders that SmithTech's approach to computer science and innovation is scalable and transformative:
SmithTech Bytes Nights (Oct 2024–Jan 2025): Featured 476 participants and regional media coverage highlighting that "computer science was no longer abstract—it became a family conversation around the dinner table."
ODU Innovation Summit (Apr 2025): Elevated SmithTech as a model for middle-grades STEM innovation and family engagement.
VABA Legislative Reception (Jan 2025): Positioned ODU Lab Schools, including SmithTech, as critical components of Virginia's innovation pipeline.

Plans for 2025–26:

Finalize a philanthropic case statement focused on innovation, access, and early STEM pipelines.
Develop mission-aligned sponsorships for key events like Bytes Nights and the Innovation Summit.
Expand cultivation efforts with state and national foundations supporting education, workforce, and STEM innovation.

Next Steps:

Secure initial philanthropic gifts tied to grade-level expansion.
Pursue multi-year sponsorships for student innovation events.
Integrate philanthropic metrics into SmithTech's five-year sustainability plan.
Leverage community and media partnerships to attract sustained investment in K–12 technology education.

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?

SmithTech is an Old Dominion University (ODU) College Partnership Lab School and is deeply engaged in the ODU Center for Educational Innovation and Opportunity (CEIO) Lab School Network. Through CEIO, lab school directors and leaders convene monthly to discuss shared priorities, collaborate on implementation strategies, and process opportunities and challenges related to school design, instructional innovation, and sustainability.

SmithTech actively participates in networked innovation communities, including the *Instructional Innovation* and *Educator Preparation* Networked Improvement Communities (NICs), which serve as collaborative spaces for co-designing and testing instructional models

and professional learning systems across the state. The SmithTech team also contributes to and participates in CEIO's annual Innovation Summit, which brings together lab schools, higher education partners, and industry leaders to share progress and shape future directions for educational innovation in Virginia.

Next steps include curating and disseminating lessons learned from SmithTech's first years of implementation, contributing exemplars to CEIO's statewide resource hub, and deepening participation in CEIO's research and development initiatives to support evidence-based improvement and network-wide capacity building.

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?

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

SmithTech is emerging as a statewide model for integrating computer science, design thinking, and project-based learning in the middle grades. The program is transforming how students see themselves as creators, problem-solvers, and innovators.

By building a replicable model that connects early STEM exposure to long-term workforce pathways, SmithTech is not only preparing students for future careers but also positioning Virginia as a leader in educational innovation.

School Name: STEM Academy at Booker T. Washington (SABTW) Elementary

Lead IHE: Old Dominion University
Fiscal Agent & Partner: Old Dominion University (FA) and Suffolk Public Schools

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.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

The STEM Academy anticipates receiving approximately $75,000 in one-time regional grant funding in the upcoming year to support maritime programming and student innovation projects in STEM.

B. In-kind Services

Year 1 Community Partnership In-Kind Contributions			
Partner	**Type of Support**	**Estimated Hours / Resources**	**Tentative In-Kind Cost**
Civil Air Patrol (CAP)	PD (½ day), teacher flight, aerospace educator talk, Rocket Day (full day event with equipment, planes, drones), *Operation Storm Watch* planning (3 meetings × 2 staff), March 2026 flyover/event support	~40 hrs staff time; aircraft/facility/ equipment use	$5,000
Suffolk Executive Airport	Facility use for July PD (½ day) and Nov. Rocket Day (full day student event); runway/aircraft walkaround	1.5 days facility use	$2,000
Suffolk Public Library	4+ planning meetings (2 staff); Book box rotation (ongoing); Open house support (staff + book stand); Library card distribution; Food bank coordination; Support for *Growing for Good* project	~20 hrs staff time; books/resources	$1,500
Suffolk Food Bank	Planning and logistics support for *Growing for Good*; spring 2026 student produce contribution	~10 hrs staff time	$750
Suffolk Master Gardeners	Outdoor courtyard redesign; student programs (3 visits × 3 hrs); year-round oversight	~15 hrs staff time + $200 materials	$1,000
City of Suffolk - Public Works	Garbage truck classroom demo (Oct. 2025), 1.5 hrs staff/student engagement	~2 hrs staff time + equipment	$500
City of Suffolk - Economic Development	Regular check-ins (every few weeks); connecting partners; grant identification support	~15 hrs staff time	$1,000
Ag in the Classroom	Teacher PD session (Oct. 13, 2025)	Half-day PD for staff	$750
Suffolk Police Department	PD day (July 2025) drone talk; student drone demonstration (Fall 2025)	~6 hrs staff time + drone equipment	$1,000

City of Suffolk - Deputy Emergency Management Coordinator	Planning and review of *Operation Storm Watch*; securing and leading March 2026 EOC mock scenario; on-site presentations	~15 hrs staff time + facility use	$2,000
Hampton Roads Workforce Council	2+ planning meetings (maritime workforce focus for *Operation Storm Watch*); ongoing connections	~5 hrs staff time	$500
NASA Langley / NIA / NASA eClips / GLOBE	July PD session with resources; Oct. 13 Elementary GLOBE PD (3 hrs); donation of science kits, books, equipment (via CoVA STEM Hub)	~10 hrs staff + resources (~$3,000+)	$5,000
Birdsong Peanuts	Two facility tours (2+ hrs each); two planning meetings (1 hr each); facility access for VR/360° filming; staff on camera interviews; review/feedback on VR tour content; feedback on student models; participation in community presentation	~15–20 hrs staff time + facilities/equipment access	$3,500
US Coast Guard - Station Little Creek (VA Beach)	Student tour of search & rescue boat (Oct. 28, 2025); disaster relief/hurricane preparedness session; base access coordination; supports Operation Storm Watch	~10 hrs staff + facility/vessel use	$2000
Tentative Year 1 Total			**$26,500**

In-Kind Estimation Methodology. Partner staff time is estimated at $40/hr, a conservative rate for professional/technical staff. Meetings and planning amounts were calculated by multiplying hours x number of staff x $40/hr. Events and facility use was given a flat estimate based on the scale of event and facility access. For a small or short demo (e.g., truck visit, drone talk) an estimate of $500 was made. For a half-day event or professional development, an estimate of $1,500 was made. For a full-day, high-resource event (e.g., Rocket Day, EOC Simulation) an estimate of $2,000 was made. For resources and materials, these were generally included in event estimates, and not itemized separately unless substantial (e.g., NASA/NIA equipment kits).

C. Community Partnerships

STEM Academy Community Partnerships (Year 1)	
Partner	**Connection to STEM Academy**

Civil Air Patrol (CAP)	Hosted teacher PD at Suffolk Executive Airport; planned and leading student "Rocket Day" fall 2025; providing aviation, aerospace, and drone experiences as well as aircraft and pilots to fly STEM Academy teachers/staff; co-planning and supporting 5th grade signature project *Operation Storm Watch* (including flyover and on-site event support).
Suffolk Executive Airport (SEA)	Hosted July 2025 teacher PD and will host November 2025 Rocket Day; provides access to facilities and runways for student and teacher learning experiences.
Suffolk Public Library	Partner in *Growing for Good* (2nd + 4th grade project on food security); provides book boxes for classrooms, library cards for all students, and support at STEM Academy events; connects STEM Academy with Suffolk Food Bank and Master Gardeners.
Suffolk Food Bank	Partner in *Growing for Good* project; will receive and distribute student-grown produce (Spring 2026).
Suffolk Master Gardeners	Supporting redesign and planting of outdoor courtyard learning space; providing expertise and student-led gardening lessons throughout the school year, potentially resources as well.
City of Suffolk - Public Works	Provided garbage truck demonstration for 3rd grade simple machines unit (Oct. 2025) and industry expertise to share with students/teachers.
City of Suffolk - Economic Development	Regular check-ins and ongoing support; connects STEM Academy with city partners (Public Works, Police, Ag in the Classroom, etc.); identifies grant opportunities to sustain projects.
Ag in the Classroom	Delivering PD session for STEM Academy teachers (Oct. 13, 2025).
Suffolk Police Department	Supported July 2025 PD day; scheduling fall 2025 drone demonstration at "Rocket Day" for students as part of STEM and city services integration with Civil Air Patrol.
Emergency Management (City of Suffolk - Richard Stephens)	Co-planning and leading 5th grade signature project *Operation Storm Watch*; secured Emergency Operations Center for March 2026 student simulation; will provide expertise and direct student engagement.

Hampton Roads Workforce Council	Advising on *Operation Storm Watch*; adding maritime workforce context; providing industry connections for project support.
NASA Langley / NIA / NASA eClips / GLOBE	Provided summer and fall PD for teachers (NASA eClips, Elementary GLOBE); contributed curriculum resources, science kits, and equipment (via CoVA STEM Hub).
Birdsong Peanuts	Partner in 4th grade signature project *From Farm to Peanut Butter*; hosted staff tours; providing facility access for VR/360 filming and student interviews; reviewing project content; will attend final student presentations.
U.S. Coast Guard - Station Little Creek (VA Beach)	Hosting 5th grade students (Oct 28, 2025) for a search and rescue boat tour; providing disaster relief and hurricane preparedness programming; supports *Operation Storm Watch* through real-world maritime context.

D. Employer Partnerships

The STEM Academy at Booker T. Washington Elementary (SABTW) engages local and regional organizations to strengthen its focus on applied learning and workforce relevance. While SABTW serves students in grades K–5 and is not directly aligned with employers who immediately hire graduates, the Academy partners intentionally with organizations that employ Suffolk Public Schools graduates and support the regional workforce pipeline. These partnerships ensure that early STEM learning connects authentically to the broader economic ecosystem students will eventually enter.

Current partnerships include Birdsong Peanuts, NASA Langley, Civil Air Patrol, the U.S. Coast Guard, and the City of Suffolk. These organizations mentor students, provide classroom demonstrations, and support project-based learning that brings STEM concepts to life through real-world applications. Each collaboration helps young learners see how STEM shapes their community and future opportunities.

E. Family Partnerships

Family engagement is central to the STEM Academy's culture and sustainability. Families participate in open houses and family nights, and parent outreach is woven into the STEM Academy's community-building efforts.

F. Other [Please Describe]

NSF Proposal - Under Review
REU Site: Design Thinking for Educational Transformation in STEM Preparation - $444,321 (NSF - ECR-EDU Core Research). Part of collaborative ODU Lab Schools proposal.

NSF Proposal - Under Review
Conference: Design Thinking for STEM Learning and University, School, & Industry Partnerships for Workforce Preparation. $89,307 (NSF-ECR-EDU Core Research). Part of collaborative ODU Lab Schools proposal.
NSF Proposal - Not Funded
Collaborative Research: Immersive, Personalized, and Accessible Cybersecurity Training (IMPACT): Developing Future-ready Competencies Empowered by AI for Middle and High Schoolers - $637,376 (NSF- Discovery Research K-12) - Part of a collaborative project with ODU researchers.

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 STEM Academy operates through a strong partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS). SPS provides a full range of operational and instructional supports to ensure access and sustainability. These in-kind contributions are critical to the Academy's success and include personnel, student services, and infrastructure investments. The estimated in-kind services for Year 1 is $1,488,220. Expanding to Year 5/non-grant funding $2,162,640.

Personnel Contributions

SPS allocates full-time teachers, paraprofessionals, and administrative support staff to the Academy. Division-level personnel, such as curriculum supervisors, instructional technology coaches, and counselors, contribute time and expertise to ensure instructional alignment with district and state goals.

Non-Personnel Contributions

SPS funds and manages student transportation to and from the Academy, as well as for experiential learning trips. Meals, custodial services, technology support, and safety infrastructure are all provided by the division. Access to Canvas and other SPS instructional systems ensures continuity in teaching and data reporting.

Student Support Services

SPS identifies and provides appropriate supports for students with disabilities, English Learners, and gifted students. The division also coordinates standardized testing (SOL, MAP, and benchmark assessments) and ensures access to counseling, health, and social-emotional supports. These combined supports from SPS represent substantial in-kind investments that make the STEM Academy financially and operationally sustainable.

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

From the outset, the Old Dominion University (ODU) College Partnership Lab Schools have prioritized direct engagement with Virginia's business and industry community. Employer

partnerships are foundational to the mission of each school and ensure that classroom learning connects directly to the Commonwealth's workforce needs. Each ODU-led lab school is aligned with a critical industry sector—maritime, aerospace, computer science, or STEM-related fields—so that every student and family can see a clear, authentic pathway into high-demand careers. These partnerships provide students with hands-on experiences, help families understand emerging workforce opportunities, and position Hampton Roads as a model for linking education directly to economic growth.

The STEM Academy has built strong partnerships with community organizations, businesses, and city departments to connect learning with real-world applications. Partners such as Civil Air Patrol, Suffolk Executive Airport, NASA Langley, NIA, Suffolk Economic Development, City of Suffolk, Birdsong Peanuts, Suffolk Public Library, and the U.S. Coast Guard have provided facilities, equipment, expertise, and program support. These partners play a direct role in each grade level's unique signature projects, ensuring that student work has authentic community impact while also increasing opportunities for students to engage with real-world problems and solutions.

STEM Academy's outreach approach has been intentionally relationship-driven, beginning with direct engagement and community listening. Initial efforts included meetings with Suffolk Economic Development to share the lab school's mission and explore how education could align with regional industry and workforce needs. Through these conversations, key introductions were made to local businesses, organizations, and city departments that represent Suffolk's economic landscape. Additional partners were identified through word-of-mouth and community recommendations, followed by personal outreach to share the STEM Academy's goals and invite collaboration. Once initial connections were established, the STEM Academy leadership team held joint planning sessions with each partner to co-design meaningful, grade-level signature projects that integrate authentic community challenges into classroom learning. These ongoing conversations have evolved into sustained partnerships - three semester-long, community-embedded projects developed collaboratively with multiple stakeholders - demonstrating a scalable model for community-anchored, workforce-connected education.

Over the next year, the Academy will strengthen existing partnerships through ongoing engagement, expand workforce connections with Suffolk Economic Development and the Hampton Roads Workforce Council, and increase employer participation in events like Rocket Day, Operation Storm Watch, and an end-of-year Signature Project Community Symposium. Efforts will also focus on building new relationships with industries such as healthcare, technology, and advanced manufacturing, further expanding student opportunities and deepening the connection between classroom learning, career pathways, and community impact.

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

The STEM Academy will continue expanding diversified revenue streams while strengthening its partnership with Suffolk Public Schools (SPS) and the ODU Lab Schools network to ensure long-term sustainability. The focus remains on combining district resources, higher education expertise, and industry partnerships to sustain innovation and enhance fiscal resilience.

Next Steps Include:

• Collaborate with SPS and ODU to develop a multi-year funding roadmap integrating in-kind support and external grants.
• Pursue NSF and other federal and state grants supporting early STEM and environmental literacy.
• Establish a fee-for-service professional learning program in early STEM education to generate modest auxiliary revenue.
• Develop philanthropic and industry relationships through the ODU Lab Schools Regional Advisory Council to fund capital and programmatic growth.
• Leverage ODU Lab Schools' statewide network to share best practices and co-apply for collaborative grant opportunities.
Together, ODU and SPS are positioning SABTW as a sustainable model of early STEM innovation, advancing student opportunity and educational excellence across Virginia.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

For the 2026–2027 school year, we do not require additional support with student recruitment, as our elementary program primarily enrolls students at the kindergarten level. The school division and ODU will handle promotion and communication during the kindergarten application process. To support parent engagement and family retention, the Parent Advisory Council is currently in development, with plans to expand participation and deepen its role in school initiatives. Additionally, we will host an end-of-year Signature Project Community Symposium highlighting each grade level's community-connected signature projects, allowing families to see and celebrate their children's learning. Looking ahead, we also plan to implement curriculum nights for parents, providing an opportunity to explore our instructional approach, engage with classroom activities, and gain a deeper understanding of how students are learning and growing. These strategies will strengthen school-family connections and help maintain high levels of engagement and satisfaction.

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

Philanthropic engagement is essential to the long-term sustainability of the ODU College Partnership Lab Schools. These schools are positioned as public education incubators of opportunity, where philanthropy directly supports students, families, and educators. While corporate contributions currently represent the majority of external support, philanthropic cultivation is expanding rapidly through increased visibility, coalition-building, and targeted outreach.

The STEM Academy at Booker T. Washington is intentionally engaging philanthropic partners by connecting them directly to student learning and community impact. We cultivate these relationships by inviting partners to help build as well as participate in grade-level signature projects, community events and ongoing professional development for teachers. These

opportunities allow partners to not only see the tangible outcomes of their investment, including increased student opportunities, cross-grade collaboration, and visible community benefit, but also to shape and infuse critical workforce concepts into project design. By embedding real-world skills and career awareness into these elementary-level experiences, partners help strengthen student connectedness to their community while laying the foundation for the workforce skills students will need to thrive in the future.

To support grade-level expansion and long-term sustainability, we are aligning philanthropic engagement with our five-year vision. This includes developing sponsorship opportunities around key initiatives, pursuing grants through regional and national foundations, and strengthening local philanthropic ties through organizations such as the Suffolk Education Foundation and business-aligned charitable arms. By combining in-kind contributions with targeted fundraising, we are building a diversified portfolio of support that reduces reliance on a single source of funding and ensures the STEM Academy can sustain and expand opportunities for students across all grade levels.

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 STEM Academy is an Old Dominion University (ODU) College Partnership Lab School and is deeply engaged in the ODU Center for Educational Innovation and Opportunity (CEIO) Lab School Network. Through CEIO, lab school directors and leaders convene monthly to discuss shared priorities, collaborate on implementation strategies, and process opportunities and challenges related to school design, instructional innovation, and sustainability.

STEM Academy actively participates in networked innovation communities, including the *Instructional Innovation* and *Educator Preparation* Networked Improvement Communities (NICs), which serve as collaborative spaces for co-designing and testing instructional models and professional learning systems across the state. The MEESA team also contributes to and participates in CEIO's annual Innovation Summit, which brings together lab schools, higher education partners, and industry leaders to share progress and shape future directions for educational innovation in Virginia.

Next steps include curating and disseminating lessons learned from STEM Academy's first years of implementation, contributing exemplars to CEIO's statewide resource hub, and deepening participation in CEIO's research and development initiatives to support evidence-based improvement and network-wide capacity building.

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?

The most helpful resources VDOE could provide include targeted professional development and curriculum and resource sharing. Professional development focused on STEM integration,

project-based learning, and workforce connections would strengthen teacher capacity and directly enhance student experiences. Access to shared curriculum units, instructional resources, and exemplar project designs would reduce duplication of efforts and allow schools to build on one another's successes.

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

The STEM Academy at Booker T. Washington Elementary is emerging as a statewide model for early STEM integration, demonstrating how hands-on, problem-based learning can begin in elementary grades. Through collaboration between Suffolk Public Schools, Old Dominion University, and community partners, the Academy is cultivating curiosity, creativity, and real-world problem-solving skills among more than 120 students in grades K–5.

Sustainability efforts are grounded in innovation, equity, and partnership. The Academy's inclusive enrollment practices ensure representation of students with disabilities, English Learners, and other diverse populations. Signature projects—such as *Growing for Good*, *From Farm to Peanut Butter*, *Rocket Day*, and *Operation Storm Watch*—demonstrate authentic learning that connects classrooms to the community and regional industry.

Aligned with HB1477, the Academy serves as a researchable model of interdisciplinary instructional innovation, scaling responsibly while maintaining high-quality learning experiences. As part of the ODU Lab Schools network, SABTW contributes to a collective statewide effort to reimagine public education for Virginia's next generation of innovators.

School Name: Southwest Virginia Healthcare Excellence Academy Lab School (SWVA-HEALS)

Lead IHE: Emory & Henry University
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 has not received any funds outside of the funding provided through the Virginia College Partner Lab School Grant.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

The Southwest Virginia Healthcare Excellence Academy Lab School Advisory Council meets on a semi-annual basis to discuss the program. Representatives from organizations have indicated a willingness to provide financial support. These organizations include Wellspring Foundations of

Southwest Virginia, Virginia Ballad Health, the United Way of Southwest Virginia, the Smyth County Community Foundation, and Go Virginia.

B. In-kind Services

The Southwest Virginia Higher Education Center and the Emory & Henry University School of Health Sciences provide classroom space for instruction to all students, offices for staff members, the use of technology and instructional technology support. All of these services are In-Kind services at no charge to the program. In addition, transportation is provided by the four school divisions that the program serves. Those divisions include Bristol Virginia Public Schools, Washington County Public Schools, Smyth County Public Schools, and Wythe County Public Schools.

C. Community Partnerships

Community Partnerships for the program include the aforementioned organizations, Wythe County Community Hospital, Ballad Health Systems, Highlands Pediatrics, Appalachian Highlands Community Dental Center, Wythe County Animal Clinic, Eye Physicians of Southwest Virginia, Kidz @ Play Therapy, Royal Oak Pediatrics, Wythe County Physicians Practice Pediatrics, and Westfall Orthodontics.

D. Employer Partnerships

Emory & Henry University employs the following full-time positions: Executive Director, Assistant Director, and Clinical Placement Coordinator. In addition, the following are employed through the University as part-time positions: online facilitators / success coach (seven people). The part-time positions also provide tutoring for students, mentoring, and college navigation assistance.

E. Family Partnerships

The Southwest Virginia Healthcare Excellence Academy Lab School develops family partnerships with the families of all students by providing progress reports of class grades four times per semesters, updates of ongoing activities, and open communication about any student concerns.

F. Other [Please Describe]

Instruction for the program is provided by the A. Linwood Holton Governors School, Virginia Highlands Community College, and Wytheville Community College.

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 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.

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. Currently, we have students in our program that are employed as Certified Nursing Assistants and Emergency Medical Technicians.

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. Recently, the program developed an Ambassador Program composed of students in the program. These students are responsible for speaking at SWVA-HEALS Governing Board Meetings, local school board meetings, civic organizations, and prospective students in each of the four school divisions. 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 SWVA-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 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

New student recruitment will mirror the same recruiting efforts of the 2025-2026 school year. The recruitment efforts of the current sophomore class included one hundred seventeen applicants and a lottery system was used for the sixty available seats in the program. We hope to build on the number of applications submitted by providing a formal presentation to all current ninth grade students, assisted by current student ambassadors, by visiting each of the eleven high schools in the four districts currently being served in the program. In addition, presentations will be made to eighth grade students in each of the middle schools in the partnering school divisions.

The SWVA- HEALS Program will provide brochures to be available in each of the high schools and middle schools for students and parents. A new website (swvaheals.com) has been 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.

The Southwest Virginia Healthcare Excellence Academy Lab School welcomed our second class of students for a half of day of on campus instruction on August 13, 2025. This first class of students in the 12th grade consists of forty-three students. The second class of students in the 11^{th} grade consists of thirty-eight students. Our third class of students in the 10^{th} grade will begin instruction in January of 2026. This group of sixty students will begin taking asynchronous courses and will participate in healthcare specific experiential learning workshops during the course of the semester.

We are continuing to create a welcoming environment and establish relationships with the students and parents in these first three 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 by providing tutoring sessions as needed, academic support, and collegiate support. Constant communication is provided to the parents from our website and email communication.

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. However, the third cohort of applicants (one hundred seventeen applicants) was much larger than the first two cohorts. Therefore, we expanded the number of seats available to sixty for the upcoming third cohort. In the spring semester of 2026, the program will have a total of one hundred forty-one students in grades ten through twelve.

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 SWVA- 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 your find most useful? If not, why?

The SWVA-HEALS program does actively participate in the ODU Center for Education Innovation and Opportunity's Lab School Network. Our lab school has found the dialogue from all participants to be very valuable. This past March, the SWVA-HEALS staff attended and participated in the ODU Lab School Summit. Monthly meetings and "check-ins" have been very valuable to our staff. The director served on the planning committee for the summit. The SWVA-HEALS program partnered with two other lab schools to receive grants provided by ODU.

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 receiving full support from ODU as a Fiscal Agent and Partner. A representative from ODU has been added to our Governing Board and they have always actively participated in our quarterly meetings.

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

The Virginia Department of Education has provided tremendous support to our program. The transition from [Name Redacted] to [VDOE Staff Name Redacted] has gone very seamless. [VDOE Director of Innovative Models & Policy] has truly been a tremendous support of our lab school and all of the other lab schools across the Commonwealth of

Virginia. Recently, [VDOE Director of Innovative Models & Policy] attended our student / parent orientation and visited both campuses. The VDOE has truly provided a unique opportunity for students across the state by developing and supporting lab schools.

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 has proven to be exciting for the students in our four school divisions. We have witnessed students that were not completely excelling in their home based schools make a complete change in regards to grades, opportunities, attitude, and most of all confidence. Our staff is excited in preparing an end of the celebration program for our first graduating class that features their accomplishments, the college they plan to attend, and the major they plan to pursue. Our staff is currently working with our student ambassadors in developing the plans for the program and a senior slide show.

School Name: UVA Innovation Hub

Lead IHE: University of Virginia
Fiscal Agent & Partner: University of Virginia, Charlottesville City 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.

We have not received nor been committed explicit funds aside from the Lab School grant funding. However, we have received in-kind services from our corporate partners at TELUS Digital in the form of in-kind consultation support, use of meeting facilities, and meals for our staff. Beginning this past summer 2025, we have engaged with UVA School of Education and Human Development (SEHD)'s Advancement Foundation to begin pursuing philanthropic and corporate funds. Although we are in the early stages of this work, we expect to receive some measure of philanthropic funding in 2026. We have also applied for additional funding via the Spencer Foundation's 2025 Vision Grant program; we are awaiting confirmation or denial of our proposal.

We work with a range of community partners to support strategic planning and steering, including both industry/corporate partners and nonprofit organizations. These organizations provide their leadership support in-kind. We are in the process of establishing a family advisory board, which we expect to provide significant strategic input and cultivate program awareness for community members and prospective funders throughout 2026 and future years.

For items 1A-F: Please **bold** which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.

A. Philanthropic and Corporate Funds

We have applied for funding via the Spencer Foundation 2025 Vision Grant program, and we have partnered with the UVA SEHD Advancement Foundation to build an annual campaign plan to solicit individual and planned giving. We have a grant schedule for 2026 to apply to a number of philanthropic and corporate opportunities, including Spencer Foundation, Dominion Energy Charitable Foundation, and Charlottesville Area Community Foundation.

B. In-kind Services

We receive in-kind services in the form of administrative, logistical, and instructional support from Charlottesville City Schools. We receive in-kind services in the form of facility use and consultation from industry and community partners. For example: we host internal strategic planning workshops at TELUS Digital's WillowTree Center, where they provided space and lunch for our staff. Charlottesville City Schools provides in-kind support by covering all transportation needs and additional services for program including special education and ESL support.

C. Community Partnerships

We partner with a wide range of community organizations in Charlottesville. We have an MOU in-progress with the Boys & Girls Club of Central Virginia to use office space in their facility, and we frequently use space at the Computers4Kids office. Community organizations also lend their leadership and consultative support to our local advisory board, which supports strategic planning and assists us in identifying gaps in STEM education in both formal and informal learning environments across the community.

D. Employer Partnerships

We partner with TELUS Digital and the Cville BioHub, which represents over 65 life and bioscience companies based in and around Charlottesville. We are in the process of developing a system for coordinated skilled volunteerism opportunities, which provide mutual benefit by strengthening morale for their organization and by providing in-kind support for our operations. Their volunteers reinforce STEM identity in our classrooms by exposing students to real-world authentic practices and role models that represent diverse backgrounds in STEM careers. We also receive in-kind support from TELUS Digital through the use of space, occasional snacks and meals, and consultation from their strategy and communications experts.

E. Family Partnerships

We are in the process of establishing a family advisory board consisting of parents and students from Charlottesville Middle School. The first meeting of this advisory board will likely take place in November 2025, with a bimonthly cadence thereafter. This advisory board will support sustainability efforts by boosting community awareness, supporting strategic planning, and helping us achieve equitable learning outcomes both in-school and in out-of-school environments.

F. Other [Please Describe]

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 partner with Charlottesville City Schools. There have not been explicit discussions about per-pupil funding at this time, as we operate a school-within-a-school model embedded in Charlottesville Middle School, pushing into core content classes. However, Charlottesville Middle School provides a wealth of in-kind support: ELL/ESL services, special education services, transportation, and co-teacher support in science classrooms. We provide a stipend to Charlottesville Middle School teachers who support our program as co-teachers.

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

We have two formal partnerships with locally-based large corporate partners: TELUS Digital, and Cville BioHub. The Cville BioHub represents over 65 life and bioscience companies based in the Charlottesville and Albemarle County regions. Over the next year, we plan to deepen our relationship with these two organizations through the offering of skilled volunteer opportunities, receiving their support and consultation on our lessons and project-based-learning plans, and through hosted events at their facilities. For 2026, we plan to focus on strengthening mutual benefit through skilled volunteerism opportunities and co-designing innovative instruction. In future years, we plan to leverage these relationships into corporate funding opportunities.

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

We plan to apply for philanthropic funding opportunities according to our grant schedule (Spencer Foundation, William T. Grant Foundation, Dominion Energy Charitable Foundation, and Charlottesville Area Community Foundation). We also have designed an annual campaign plan with the UVA SEHD Advancement Foundation to pursue individual and planned giving. Our next step for individual giving is to produce a suite of marketing materials, which we expect to be complete by the end of calendar year 2025.

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

Because we push in to Charlottesville Middle School, we do not have an explicit strategy for student recruitment and parent outreach. Charlottesville Middle School has an existing communications and recruitment strategy in which the Innovation Hub is featured prominently; we support Charlottesville Middle School by participating in school tours and providing materials for their newsletters and marketing materials to both recruit and retain families.

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

Through UVA's School of Education & Human Development Advancement Foundation, we are designing an annual campaign strategy for individual donors and planned giving. We also have a grant schedule to apply for funding via the Spencer Foundation, WT Grant Foundation, and the Dominion Energy Charitable Foundation. Our student/grade level expansion plan aligns already with the funding from the state lab school grant. Philanthropic partner funding is aimed at improving sustainability and enabling expansion into informal learning spaces to better support our community partners.

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 engaged in the monthly meetings, the Innovation Summit design team, and the Pedagogy subcommittee. The opportunity for shared learning and peer mentorship have been valuable via both the recurring meetings and connections made during the Innovation Summit event.

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?

Continuing to forward relevant opportunities for funding, open communication and encouragement from the VDOE innovation team, and general continued support for the lab school initiative are all that we need.

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

In order to make the Innovation Hub more attractive to national funders, we have established a National Research Advisory Board. STEM Education researchers and practitioners from UC Berkeley, Duke University, and the national STEM Ecosystem Community of Practice are working with us to establish a national research agenda for reducing the achievement/opportunity gap in science. We are applying a case study method to use Charlottesville, Virginia and the Innovation Hub as a case study for applying the STEM Ecosystem framework, bridging formal and informal learning environments to serve students across the entire learning ecosystem; with the intent of applying learnings from Charlottesville to similar contexts around the nation.

School Name: VCU x CodeRVA

Lead IHE: Virginia Commonwealth University
Fiscal Agent & Partner: 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 sustainability plan for RTR teacher residency was included in the Teacher Quality Partnership (TQP) grant for $9.4M that was awarded to the VCU Center for Teacher Leadership in September 2024. However, the grant was rescinded by the federal government in February 2025. The TQP grant was an essential part of the sustainability plan for the RTR Teacher Residency program. Withdrawal of these funds led to loss of staff in the RTR Teacher Residency Program. Philanthropic funds have helped bridge our support as we continue to pursue other funding opportunities. Staff support is a critical component of the successful school leader and teacher residency programs. This includes recruitment, retention, professional learning, and coaching for residents. Leadership for the Center for Teacher Leadership continues to seek funding opportunities to support sustainability of the RTR teacher residency and partnership with CodeRVA Regional High School.

CodeRVA Regional High School's enrollment remains steady at 360 seats, and a new funding option for businesses and organizations was recently launched. The Corporate Scholars program offers an opportunity for the private sector to purchase seats to be distributed through CodeRVA's existing lottery process to help maintain and expand enrollment.

For items 1A-F: Please bold which sustainability strategies are being currently used. Provide examples underneath each strategy if applicable.
The list below is new this year.

A. Philanthropic and Corporate Funds

During the 2024-25 school year CodeRVA continued to seek philanthropic donations to help provide opportunities and access for students that are outside of CodeRVA's operating budget. For example, CarMax donated $25,000 for CodeRVA's Dual Enrollment program and the Arthur Vining Davis Foundations donated $4,000 to be used where most needed. In addition, for the third year in a row, CodeRVA Regional High School received a $25,000 donation from the Herndon Foundation to help students to access Dual Enrollment coursework.

The Schaberg Family Foundation has increased its philanthropic commitment to $1.5 million for RTR staffing support.

B. In-kind Services

N/A

C. Community Partnerships

CodeRVA Regional High School has a tuition rate of $11,800 per student seat. 360 seats have been purchased for the 2025-26 school year for students across the school's 15 school division partners.

D. Employer Partnerships

N/A

E. Family Partnerships

N/A

F. Other [Please Describe]

VCU's Center for Teacher Leadership has received the following funding:

- The Boundless Educators Initiative for $230,000 is an ongoing grant that ends fall 2026 from the National Center for Teacher Residencies.
- The Grow Your Own teacher apprenticeship program was awarded by the Department of Labor in partnership with the Virginia Department of Education. This grant supports future teachers through a registered teacher apprenticeship model in the amount of $600,00 and was awarded from July 1, 2024 – June 30, 2027.
- The Grow Your Own Principal Apprentice grant was awarded to VCU's Center for Teacher Leadership in the amount of $119,525.00 for the 2025-2026 school year. This grant supports academic and residency for future school leaders, however, it does not include provisions for RTR staffing.
- VCU's RTR Teacher Residency program received a one-time grant from the Augustus F Hawkins Center of Excellence totaling $1,599,645. Funds are accessible through September 30, 2027.

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 continues to have 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 through four full-time fully-licensed Special Education teachers. Transportation to CodeRVA Regional High School is provided by students' home school districts. All students at CodeRVA receive free breakfast and lunch through the Community Eligibility Provision designation from Henrico County Public Schools.

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

CodeRVA continues to collaborate with business partners to provide an innovative six week innovative internship experience for all 12th grade students. This year's partners include a wide variety of small businesses and entrepreneurs requesting new websites and graphics for their businesses; a non-profit specializing in the expansion of solar energy; and even a local bakery. Additionally, CodeRVA and VCU continue to expand their relationships beyond the RTR Teacher Residency program. Senior Capstone students from VCU's College of Engineering will serve as clients for the internship program for the second year in a row. Their project will include the gamification of an iconic VCU landmark: Monroe Park. VCU Health's Pauley Heart Center (PHC) is starting a new partnership with the internship program to develop a computer app that

will allow fourth grade students in Hopewell to review what they learn during the PHC TeachBP program. Senior CodeRVA students from Hopewell have even been assigned to this project to encourage these elementary school students to consider CodeRVA as a high school option. Additionally, staff from the PHC have started a Heart Ambassador program for students. PHC staff will provide monthly lessons about heart health and cardiovascular career opportunities students can pursue whether they have a high school diploma, Associate Degree, or four year degree.

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

The Center for Teacher Leadership is actively seeking financial support from local, state, and federal partners. In the last year, letters of interest and/or applications have been submitted for the following funding:

- Lab School SEED Grants from the ODU Center for Innovation and Opportunity
- Exploring the Experiences of Pre-Service and In-Service Teachers Navigating Computer Science Integration and Interdisciplinary Practices within Virginia Lab Schools (partnership with SmithTech and JMU lab schools) (funded)
- Maximizing Outcomes and Minimizing Barriers for Future Educator Pathways (partnership with Mountain Gateway and Laurel Ridge Community College lab schools) (funded)
- VDOE Grow Your Own - Registered Principal Apprenticeship Program (funded)
- Professional Services to Support the Virginia Leads Innovation Network (VALIN) Cohort 6.0 (submitted, not funded)
- Grow Your Own Teacher Apprenticeship - Department of Labor (funded)
- Caplan Foundation for Early Childhood (submitted, not funded)
- META (submitted, not funded)

We are currently drafting applications for the following opportunities:

- Pauley Heart Pilot Program Grants
- NSF STEM K12 grant to support computer science professional learning for elementary school teachers

5. Describe next steps for new student recruitment and parent outreach for the 2026-2027 school year. Please also describe steps you are taking to retain your existing students and families.

CodeRVA Regional High School continues to host two open houses annually to inform families from their 15 partner school districts about the application and lottery process for current 8th grade students. Additionally, school staff conduct site visits to regional middle schools to support recruitment. Open House opportunities for the current school year are scheduled for October 4 and December 9, 2025. Total enrollment for the 2025-2026 school year is 360 students. Enrollment is currently limited by the physical space at CodeRVA Regional High School. An ad hoc committee of community volunteers has been assembled to identify potential new locations for CodeRVA Regional High School.

Two-way communication and partnership between CodeRVA and the families of current CodeRVA students is consistently a top priority. A weekly message, the Raptor Rundown, is sent to families weekly. Additionally, recruitment opportunities for future students are shared through regular communication channels used in the 15 partner divisions.

Recruitment for incoming RTR teacher residents begins in September for the next school year. Applications are due in February. The executive director of RTR, conducts ongoing recruitment meetings with division leaders from across the state. The partnership established through the Future Educators SEED grant has allowed RTR to extend the residency opportunity to future teachers in three additional school divisions.
RTR Teacher Residency Application Process

The Center for Teacher Leadership is waiting for more funding opportunities to extend the Principal Apprentice Program.

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

We continue to partner with colleagues to submit a National Science Foundation funded project that will promote computer science integrated instruction at Ettrick Elementary School, where 22 of 37 teachers are RTR residents, mentors, or graduates. We continue to explore pilots of innovation at the early childhood, elementary, middle, and high school levels.

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 leadership team for VCU x CodeRVA Lab School attended the Innovation Summit at ODU in April 2024. Leaders participated in two separate panels to further innovative practices. Additionally, teachers from CodeRVA Regional High School presented to Virginia educators on Innovative Instructional Strategies for Computer Science Integration.

The lab school specialist collaborated with the Innovation Summit planning team for the 2024 summit and is currently working with the team to plan the 2025 Innovation Summit. Additionally, the lab school specialist is a member of the Instructional Innovation NIC and the Pedagogy Subcommittee. In September, she attended the two day Design Jam led by the ODU Center for Innovation and Opportunity. Additionally, she attends bi-weekly meetings with ODU lab school partners to continue and support the discussion of best practices for innovative instruction. Finally, the lab school specialist attended the webinar with VDOE to review and understand the new 2024 Computer Science SOLs and supporting documents.

CodeRVA continues to provide tours for lab school and Virginia school partners. The lab school leadership team met with [The Executive Director of the UVA Innovation Hub], to support his transition to his new position prior to the start of the year. The Executive Director of CodeRVA often shares resources with lab school partners as they develop new school systems and instructional plans (ex. schedules, handbooks, program of studies). A teacher from CodeRVA

has been contracted to develop a computer science curriculum with the Aerospace Academy staff. In November, leaders from Virginia Beach will be visiting CodeRVA as they look to develop a similar program in the Virginia Beach City Public 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?
N/A

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

We appreciate when funding opportunities are shared with the team and would like to continue receiving that information.

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

Thank you for continuing to support our efforts and for the expansion of a Lab School network where we can collaborate with partners from across the Commonwealth.