COMMONWEALTH of VIRGINIA

Jenna Conway
Superintendent of Public Instruction

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

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

November 1, 2026

The Honorable Luke E. Torian
Chair, House Appropriations Committee
General Assembly Building; 12th Floor
Richmond, VA 23218

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

Dear Chair Torian and Lucas,

Please find the Virginia Board of Education's annual update on the financial sustainability efforts of College Partnership Laboratory Schools, submitted in accordance with Item 125 B.31.c of the 2025 Acts of Assembly. This report reflects each lab school's progress toward meeting the General Assembly's requirement that all College Partnership Laboratory Schools demonstrate financial sustainability by the end of their initial approval period such that no additional state funding, beyond Direct Aid for Public Education, is needed after first contract renewal.

If you have questions or require additional information relating to this transmittal, contact Dewayne McClary, Deputy Superintendent of Innovation, Student Pathways, and Technology at dewayne.mcclary@doe.virginia.gov.

Sincerely,

Mashea Ashton

Mashea Ashton

President, State Board of Education

MA/DM/cg

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

College Partnership Laboratory Schools Sustainability Update

Chapter 1, 2026 Acts of Assembly

Item 125 B.31.c.

Presented to the Governor and General Assembly of Virginia Chairs, Senate Finance and Appropriations, and House Appropriations

November 1, 2026

Virginia Department of Education

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Executive Summary

Virginia's College Partnership Laboratory Schools were established to expand innovative learning pathways, strengthen collaboration between K–12 and higher education, and align instruction with workforce needs statewide. These schools serve as innovation hubs, connecting students to early college credit, hands-on learning experiences, credentialing pathways, and emerging workforce sectors. The General Assembly requires each College Partnership Laboratory School to demonstrate financial sustainability by the end of its initial approval period. Sustainability is defined as the ability to operate without additional state funding beyond Direct Aid received by school divisions. This report documents annual progress toward meeting that standard. As reflected in this report, all lab schools continue making measurable progress toward long-term sustainability. Schools benefit from strong institutional and division partnerships, employer engagement, in-kind supports, philanthropic cultivation, and disciplined fiscal management. While models differ in scale, each school is actively strengthening structures aligned with its multi-year sustainability plan.

Statewide Sustainability Findings

As of the current reporting period, fifteen College Partnership Laboratory Schools are operating across the Commonwealth. These schools were established under the General Assembly's $100 million investment in planning, start-up, and per-pupil operational funding, with the statutory requirement that each lab school reach full financial sustainability by the end of its initial five-year contract term. Sustainability in this context requires that schools transition away from reliance on state start-up and per-pupil grant funding and operate solely on ongoing Direct Aid to Public Education and other stable, recurring revenue sources.

Across the statewide system, the duration of start-up and operational grant support varies depending on each school's year of approval and launch. However, all schools share the same endpoint: the expiration of state start-up funds and the requirement to operate independently of any additional state appropriations beyond standard division allocations. Schools launched in 2023 and 2024 are therefore at different stages of implementation, but all are actively working to transition toward long-term financial stability as they approach their respective renewal cycles. See Appendix 1.

The sustainability models in use across the Commonwealth demonstrate significant variation, reflecting differences in school design, institutional partnerships, workforce pathways, and regional needs. Several schools have pursued diversification of revenue sources through philanthropic contributions, industry partnerships, and foundation support. Others have begun to establish tuition-based arrangements with participating divisions for out-of-division or program-specific enrollment, a model that provides a recurring, predictable source of funding as state grants phase out. Many schools operated by or partnered with four-year public institutions have adopted a fiscal-agent structure, enabling access to institutional development offices, advancement divisions, and grant-writing capacity as a sustainability strategy. In contrast, schools embedded within existing school divisions often rely on cost-sharing agreements, in-kind staffing support, and shared facilities, reducing operational expenditures and extending the lifespan of available start-up funds.

Despite these emerging strategies, the schools are uneven in their progress toward full sustainability. Several institutions have demonstrated clear evidence of diversified funding portfolios, multi-year budgets showing stable revenue projections, and structured long-term plans for replacing start-up grants with division tuition revenue or external grants. Other schools remain early in their development and continue to rely heavily on state operating support, with limited evidence of additional revenue sources or cost-reduction mechanisms. In some cases, structural features of the school's design—such as part-time dual-enrollment models, reliance on instructors not employed by the lab school, or full integration into an existing school—may limit the school's ability to generate independent revenue or develop the administrative capacity required for long-term financial independence.

Operational and compliance challenges further complicate the sustainability picture. Schools that have not yet established full LEA-equivalent operational functions, including accreditation reporting and student data management, face barriers to accessing certain funding streams and demonstrating performance outcomes required for renewed approval. In addition, staffing models that rely on unlicensed or externally assigned instructors may create long-term financial or operational risk if the schools must restructure to meet statutory personnel requirements. At the same time, schools that have adopted strong governing board transparency practices, robust data reporting, and clear operational autonomy exhibit stronger alignment with the statutory conditions that support sustainable long-term operation.

One promising trend is the growing development of industry-aligned workforce pathways, which can strengthen sustainability by attracting employer partnerships, grant funding, and regional investment. Schools specializing in health care, maritime trades, STEM, and computer science have demonstrated early-stage success in leveraging these partnerships to supplement program costs and enhance instructional capacity. However, these partnerships vary in maturity, and their long-term financial impact has yet to be demonstrated.

Schools report a trajectory toward sustainable operations across several shared themes. See Appendix 2.

- Philanthropic and Corporate Partnerships: Many schools have secured philanthropic grants or corporate contributions supporting instructional activities, experiential learning, educator development, and student programming. These investments extend state start-up funds and reinforce community confidence.
- In-Kind Division and Higher Education Support: School divisions and higher education partners continue to provide substantial in-kind support, including transportation, meals, facilities, technology access, student support services, and instructional staff. These contributions significantly reduce operating costs and strengthen long-term viability.
- Employer and Workforce Alignment: Employer partnerships play a central role across the network, with maritime, healthcare, aerospace, computer science, and education sectors offering mentorship, site visits, equipment donations, and workforce-aligned programming. These connections reinforce sustainability by linking instruction to regional workforce demand.
- Community Engagement: Schools are building durable partnerships with local organizations—such as museums, nonprofits, city departments, libraries, and regional

coalitions—that enhance program visibility, support recruitment, and expand experiential learning.

- Fiscal Stewardship: Schools demonstrate responsible budget execution, strategic underspending in early phases, balanced personnel allocations, and compliance with fiscal agent oversight. University-based financial systems and division-led operating structures ensure strong fiscal accountability.

Here are the sustainability strategies currently employed by the fifteen lab schools:

Academy of Technology & Innovation at University of Mary Washington (ATI- UMW)

- Fiscal Stewardship: Transparent budgets, per-pupil contributions, PTO fundraising, and annual financial reviews support sustainability

Accelerated College and Employability Skills (ACCESS) Academy

- Philanthropic and Corporate Partnerships: Supported through philanthropic partnerships including NVTC and Lenovo
- Fiscal Stewardship: GMU fiscal leadership, foundation stewardship, and advancement-office support ensure strong financial management

Aerospace Academy of the Eastern Shore (AAES)

- In-Kind Division and Higher-Ed Support: Supported by ODU and ESCC through instructional resources, collaboration, and program staffing
- Employer and Workforce Alignment: Strong partnerships with NASA and aerospace/engineering sectors support experiential STEM programming
- Fiscal Stewardship: Demonstrates diversified funding and proper fiscal reporting under ODU oversight

Shenandoah Valley Rural Regional College Partnership Lab School for Data Science, Computing, and Applications (DSCA)

- Philanthropic and Corporate Partnerships: Secures external grants including NASA, NSF, and USDA funding
- Employer and Workforce Alignment: Employer ecosystem includes GMU, Smithsonian, apprenticeships, and workforce-aligned partners
- Community Engagement: Community presence strengthened through Smithsonian partnerships, Data Saturday, and regional outreach

The Lab School at Roanoke College (Explore)

- In-Kind Division and Higher-Ed Support: Relies on Salem and Roanoke County Schools for enrollment, data reporting, and operational support
- Community Engagement: Regular coordination with school counselors and administrators strengthens recruitment and communication

- Fiscal Stewardship: Reports proper tracking of start-up and operational expenditures, including facilities and technology investments

Future Educators Academy (FEA)

- In-Kind Division and Higher-Ed Support: Over 10 partner divisions contribute practicum placements, testing, logistics, and instructional support
- Community Engagement: Strong family communication systems (Bloomz, email, orientations) reinforce recruitment and stability

Isle Maritime Trades Academy (IMTA)

- In-Kind Division and Higher-Ed Support: Isle of Wight County Schools provide facilities, services, and staffing in support of operations
- Employer and Workforce Alignment: Maritime-aligned CTE pathways include industry-aligned hands-on experiences and equipment access
- Fiscal Stewardship: Maintains diversified funding (Blue Forge, VCCS, GA allocations, foundations) and reports a budget surplus

James Madison University (JMU) Lab School for Innovation & Career Exploration

- Philanthropic and Corporate Partnerships: Receives substantial external support (~$15M annually) through university channels
- Community Engagement: Uses student showcases, research dissemination, and family engagement to build community visibility

Maritime Engineering & Environmental Studies Academy (MEESA)

- In-Kind Division and Higher-Ed Support: Newport News Public Schools provide staffing, facilities, and operational support
- Employer and Workforce Alignment: Maritime and environmental pathways supported through ODU and maritime-industry partnerships

Mountain Gateway Technology Education Center (MG-TEC)

- In-Kind Division and Higher-Ed Support: Supported through MGCC collaboration including curriculum oversight and operational support
- Employer and Workforce Alignment: Aligns to cybersecurity, IT, and cloud-computing workforce needs
- Fiscal Stewardship: Multi-year budgets indicate use of tuition revenue from participating divisions as primary long-term funding stream

STEM Academy at Booker T Washington (SABTW)

- Community Engagement: Embeds STEM partnerships with local organizations; newsletters and division communications reinforce visibility

- Computer Science Lab School of Oscar Smith Middle (SmithTech) In-Kind Division and Higher-Ed Support: Chesapeake Public Schools provide extensive staffing, facilities, and operational oversight
- Employer and Workforce Alignment: Embedded CS and design pathways align with high-demand local and regional workforce needs (Evidence: program describes CS-integrated mission and partnerships)
- Fiscal Stewardship: Budget demonstrates detailed personnel, technology, and development expenditures aligned to state requirements

Southwest Virginia Healthcare Excellence Academy (HEALS)

- Employer and Workforce Alignment: Healthcare employers and community colleges provide clinical experiences and workforce-aligned programming
- Fiscal Stewardship: Multi-year budgets, quarterly fiscal reports, and ODU fiscal controls ensure strong stewardship

University of Virginia (UVA) Innovation Hub

- In-Kind Division and Higher-Ed Support: Fully integrated into Charlottesville City Public Schools, relying on division staffing and facilities

Virginia Commonwealth University (VCU) × CodeRVA

- Fiscal Stewardship: Applies ARMICS-standard financial controls and participates in CodeRVA's regional audit processes

CONCLUSION

Virginia's College Partnership Laboratory Schools are demonstrating steady and substantive progress toward long-term financial sustainability. Schools across the network are actively implementing diversified revenue strategies, leveraging philanthropic partnerships, strengthening in-kind support from school divisions and higher education institutions, and deepening employer engagement to align programs with regional workforce needs. These efforts, combined with responsible fiscal management and adherence to established financial controls, indicate growing institutional capacity to operate effectively beyond the initial grant period.

The Board of Education will continue to monitor each school's advancement toward sustainability benchmarks and will support ongoing cross-sector collaboration to ensure that lab schools remain viable, high-impact contributors to the Commonwealth's public education system. Through continued oversight, technical assistance, and shared learning across institutions, Virginia is positioned to realize the long-term benefits of these innovative school models statewide.

Appendix 1: Per Pupil Operation Grant Funding Update

As of June 30, 2026

	Award	Payments	Balance	Last Scheduled Payment
AAES	$ 3,000,000.00	$610,999.95	$ 2,389,000.05	2029
ACCESS	$ 3,360,000.00	$840,000.02	$ 2,519,999.98	2029
ATI	$ 4,454,171.00	$2,315,167.46	$ 2,139,003.54	2028
DSCA	$ 1,800,000.00	$450,000.00	$ 1,350,000.00	2029
FEA	$ 5,057,184.00	$2,528,592.00	$ 2,528,592.00	2028
JMU	$ 6,984,000.00	$2,431,363.00	$ 4,552,637.00	2028
IMTA	$ 1,728,000.00	$280,000.05	$ 1,447,999.95	2029
MESSA	$ 2,590,000.00	$385,000.05	$ 2,204,999.95	2029
MG TEC	$ 1,985,954.02	$496,488.45	$ 1,489,465.57	2029
Explore	$ 2,380,000.00	$280,000.05	$ 2,099,999.95	2029
SABTW	$ 3,360,000.00	$840,000.00	$ 2,520,000.00	2028
SmithTech	$ 5,900,000.00	$1,399,999.95	$ 4,500,000.05	2029
HEALS	$ 3,850,000.00	$1,750,000.00	$ 2,100,000.00	2028
UVA	$ 3,748,308.00	$1,645,098.00	$ 2,103,210.00	2029
VCU	$ 6,000,000.00	$6,000,000.00	$ 0.00	2026

APPENDIX 2: SELF-REPORTED PROGRESS TOWARD FINANCIAL SUSTAINABILITY

Aerospace Academy of the Eastern Shore (AAES) – Old Dominion University & Eastern Shore Community College

Webpage: https://www.odu.edu/center-educational-innovation-opportunity/lab-schools/aaes

AAES partners with Old Dominion University, Eastern Shore Community College, and regional K–12 divisions to strengthen educator preparation through interdisciplinary, aerospace-integrated instructional models. Educators participate in extensive professional learning coordinated by ODU's Center for Educational Innovation & Opportunity. Sustainability planning centers on shared institutional investment, diversified funding, and long-term governance development. Partnerships with NASA Wallops, Rocket Lab, and other workforce leaders provide expertise and authentic learning experiences. AAES displays strong early sustainability momentum supported by multi-institutional collaboration, substantial in-kind contributions from ACPS, NCPS, ESCC, and robust engagement with aerospace employers. Balanced personnel spending, targeted operational investments, and grant development efforts contribute to long-term viability. AAES may benefit from expanding employer-supported experiential learning and continuing to pursue external funding opportunities, including federal STEM and workforce grants, to reinforce its multiyear sustainability plan.

Accelerated College and Employability Skills (ACCESS) Academy – George Mason University

Webpage: https://accessacademy.cehd.gmu.edu/

ACCESS Academy relies on George Mason University's College of Education and Human Development (CEHD) Advancement and Alumni Relations team, working in partnership with the George Mason University Foundation, to lead sustainability planning. Current efforts focus on building a diversified base of philanthropic, corporate, and community support by leveraging the networks and expertise of the Governing Board, Industry Advisory Board, and CEHD Dean's Advisory Board. These groups help identify prospective donors, facilitate introductions, and strengthen community engagement. Business outreach includes developing a strategic partnership with the Northern Virginia Technology Council (NVTC) to connect ACCESS Academy with the region's technology sector and expand opportunities for company visits, career exploration, industry panels, and experiential learning. Discussions with Lenovo are underway to explore in-kind support and corporate investment, and ACCESS continues conversations with former partners such as Google and Amazon to identify additional avenues for engagement. A structured calendar of touchpoints is being developed to provide corporate and philanthropic partners with opportunities to interact directly with students, educators, and program leadership. Recruitment and retention of philanthropic and business partners are supported through ongoing stewardship, relationship cultivation, and consistent communication that highlights ACCESS Academy's impact through student success stories and program milestones. ACCESS Academy may benefit from formalizing a long-term philanthropic strategy and expanding employer-supported experiential learning pathways to reinforce program sustainability.

Academy of Technology and Innovation (ATI@UMW) – University of Mary Washington, Germanna Community College

Webpage: atiumw.org

ATI partners closely with UMW's educator preparation program using a school–university partnership model that embeds faculty weekly and hosts practicum students and future student teachers. The program follows a five-year budget plan that increases local per-pupil contributions and phases out reliance on state operating funds, complemented by PTO support, annual giving campaigns, and pursuit of additional grants. ATI maintains a structured sustainability model grounded in increasing per-pupil contributions from five partner divisions and extensive in-kind services. Partnerships with local employers and grassroots community engagement strengthen the school's long-term readiness. ATI could consider expanding its community-based partnerships and pursuing additional grant opportunities to complement its per-pupil model as enrollment grows into upper grades.

Data Science, Computing & Applications (DSCA) – George Mason University

Webpage: https://sites.google.com/view/dsca-lab-school/

DSCA prepares educators through its lab school environment and statewide Data Science Institute. Teachers benefit from coursework, coaching, credential support, and connections to university experts. DSCA's sustainability approach emphasizes diversified grant funding, workforce partnerships, industry-supported pathways, micro-credentials, political support, and development of reusable open educational resources. DSCA's lean budget model, diversified grant strategy, and extensive employer partnerships create a stable foundation. Year-1 spending demonstrates disciplined execution and alignment with dual-enrollment and workforce credentialing goals. DSCA may benefit from expanding employer-supported project opportunities and increasing outreach to regional STEM partners to stabilize enrollment and broaden long-term funding sources.

The Lab School at Roanoke College –Explore@RC

Webpage: https://www.roanoke.edu/explorerc

Explore@RC is focused on dual enrollment instruction collaborating closely with Roanoke College's Department of Education. Sustainability strategies include diversified grant pursuits, long-term revenue planning, substantial college in-kind support, business partnerships, and expanding corporate donor engagement. Recruitment and retention have strengthened enrollment. Explore@RC benefits from strong institutional investment, early philanthropic awards, community-engaged recruitment, and responsible Year-1 spending. Expansion of summer academies strengthens pipeline development. Explore@RC could consider diversifying grant pursuit and expanding employer-supported programming to reinforce long-term sustainability across interdisciplinary pathways.

Future Educators Academy (FEA) – Germanna Community College and Laurel Ridge Community College

Webpage: https://germanna.edu/degrees-programs/start-college-high-school/future-educators-academy and https://laurelridge.edu/future-educators-academy/

FEA centers its model on developing future teachers through extensive practicum placements and strong collaboration with multiple higher education partners with articulation agreements. Sustainability efforts include exploring apprenticeship models, media partnerships, community presentations, and active recruitment. Strong relationships with participating divisions provide essential student services and program support. FEA shows disciplined fiscal execution, substantial division-provided in-kind services, and stable partnerships across multiple higher education institutions. Expansion to additional sites deepens reach and sustainability. FEA could consider strengthening philanthropic partnerships and grant funds to support paid internships, expanded dual-enrollment opportunities, and multi-site programming across participating divisions.

Isle Maritime Trades Academy (IMTA) – Paul D. Camp Community College

Webpage: https://www.pdc.edu/workforce-development/isle-maritime-trades-academy/

IMTA partners with ODU's network and multiple higher education institutions to provide educator preparation experiences in innovative learning environments. Sustainability is supported through significant facility commitments, major one-time contributions, workforce funding, and expected long-term revenue streams. IMTA is developing additional partnerships and is planning future resource identification through its foundation board. IMTA demonstrates exceptional sustainability readiness, including multimillion-dollar capital investments, no-cost facility commitments, and strong future FTE, FastForward, and equipment trust fund revenue. IMTA may benefit from continued employer engagement, expanded maritime partnerships, and exploration of multiyear sponsorship agreements to reinforce its long-term workforce pipeline strategy.

James Madison University (JMU) School for Innovation and Career Exploration

Webpage: https://www.jmu.edu/coe/initiatives/lab-school/index.shtml

Educators are employed through Rockingham County Public Schools, James Madison University, Blue Ridge Community College or the iTeach Virginia network which offers alternative licensure pathways. Sustainability planning relies on JMU's strong external funding portfolio, continued in-kind support from partner institutions, and robust partnerships that enhance student career exposure and community connectivity. Recruitment begins in middle school and continues through targeted outreach events. JMU's model is supported by substantial institutional commitment, shared-service agreements, expanding dual-enrollment pathways, and balanced Year-2 spending. Partnerships across higher education, local government, and community organizations deepen sustainability. The school may benefit from continued philanthropic cultivation, expansion of dual-enrollment course offerings, and deeper industry engagement to support upcoming enrollment scale-up years.

Maritime Engineering & Environmental Studies Academy (MEESA) – Old Dominion University

Webpage: https://www.odu.edu/center-educational-innovation-opportunity/lab-schools/meesa

MEESA is developing an educator preparation model grounded in design thinking, interdisciplinary instruction, and workforce-aligned teaching practices. ODU faculty provides extensive coaching and curriculum development. Sustainability planning leverages diversified funding, deep cross-sector partnerships, significant in-kind contributions, and commitments from Newport News Public Schools, which will assume responsibility for director funding and facility costs after the grant period. MEESA relies on substantial in-kind support, conservative spending, and extensive employer engagement across maritime industries. CEIO partnership adds statewide shared-services benefits. MEESA may benefit from deepening partnerships with emerging maritime and environmental employers and continuing to pursue external grants supporting scale-up and maritime STEM innovation.

Mountain Gateway Technology Education Center (MG-TEC) – Mountain Gateway Community College

Webpage: https://www.mgcc.edu/mg-tec

MG-TEC leverages existing college faculty, industry experts, and division-supported instructional resources. Sustainability efforts center on diversified revenue streams, including per-pupil tuition contributions, the Virginia Community College System IT program fee, targeted workforce grants, and substantial in-kind support from regional employers and higher education partners. Industry and community technology partners contribute mentoring, equipment access, real-world project experiences, and internship placements that reinforce curriculum relevance and reduce operational costs. Student interest in high-demand IT pathways is strong, with enrollment expected to scale proportionally as divisions expand participation. MG-TEC benefits from deep technology-sector partnerships, significant higher education in-kind contributions, strong division collaboration, and robust employer engagement. Advisory participation from regional IT leaders strengthens program alignment with workforce needs. MG-TEC may benefit from developing a formal philanthropic strategy and expanding employer-supported work-based learning pathways to reinforce long-term sustainability.

STEM Academy at Booker T. Washington (SABTW) – Old Dominion University

Webpage: https://www.odu.edu/center-educational-innovation-opportunity/lab-schools/stem-academy

The Academy partners with ODU faculty embedded weekly to support curriculum, coaching, and interdisciplinary STEM instruction. Future plans include expanded field-based experiences for aspiring educators. SABTW leverages extensive in-kind division support and vibrant community partnerships, linking early STEM learning to authentic local experiences. Division-provided staffing, transportation, and student services reduce operational cost burden. SABTW may benefit from continued philanthropic outreach and further integration of employer supported STEM experiences as grade levels expand.

Computer Science Lab School of Oscar Smith Middle (SmithTech)– Old Dominion University

Webpage: https://www.odu.edu/center-educational-innovation-opportunity/lab-schools/smithtech

SmithTech strengthens educator preparation in computer science through ongoing professional learning, CodeVA partnerships, and field-based placements for teacher candidates. Its sustainability strategy includes diversified grant funding, corporate sponsorships, philanthropic investments, and significant in-kind support from Chesapeake Public Schools and CEIO. Workforce partnerships and regional collaborations enhance long-term viability. SmithTech demonstrates strong employer partnerships, significant division-provided in-kind services, conservative spending, and CEIO-backed innovation. Workforce-aligned engagement enhances sustainability. SmithTech may benefit from expanding corporate relationships, continuing philanthropic cultivation, and exploring multiyear sponsorships tied to student innovation programming.

Southwest Virginia Healthcare Excellence Academy Lab School (HEALS) – Emory & Henry University

Webpage: swvaheals.com

Sustainability efforts include exploring creation of a dedicated foundation, adoption of per-pupil funding models, grant seeking, and strong in-kind support from higher education providers and four participating school divisions. Community healthcare partners contribute clinical, mentoring, and experiential learning opportunities. Student recruitment has been highly successful, requiring a lottery system for placement. SWVA-HEALS benefits from deep healthcare partnerships, significant higher education in-kind support, strong division transportation services, and robust recruitment interest. Advisory council engagement strengthens program direction. SWVA-HEALS may benefit from developing a formal philanthropic plan and expanding employer-supported clinical exposure pathways to reinforce long-term sustainability.

University of Virginia (UVA) Innovation Hub at Charlottesville Middle School

Webpage: innovationhub.virginia.edu

UVA partners with its School of Education and Human Development to support preservice teacher placements in Charlottesville Middle School using project-based learning across core content areas. Sustainability planning includes strong partnerships with industry—including TELUS Digital and Cville BioHub—and cultivation of philanthropic relationships. UVA's governing board and faculty support ongoing pursuit of competitive research grants. The UVA Innovation Hub benefits from substantial institutional support, strong partnerships with TELUS Digital and Cville BioHub, and meaningful in-kind services from Charlottesville City Schools. Early philanthropic development and volunteerism enhance sustainability. The school may benefit from expanding corporate partnerships and accelerating its philanthropic campaign plan to support future instructional innovation.

Virginia Commonwealth University (VCU) × CodeRVA

Webpage: https://ctl.vcu.edu/programs/vcu-x-coderva-lab-school/

VCU's Center for Teacher Leadership places preservice teachers at CodeRVA through the RTR Teacher Residency program, integrating computer science into all content areas. Sustainability is supported by increased state funding, major philanthropic commitments, national program grants, and multi-year university investment. CodeRVA continues seeking additional donations to enhance student opportunities. VCU × CodeRVA demonstrates strong fiscal controls, sustained per-pupil division support, philanthropic contributions, and continued employer engagement. The school maintains stable operations supported through corporate gifts and multiyear grants. The program may benefit from expanding corporate sponsorship and continuing pursuit of multi-year grant opportunities to reinforce program continuity and teacher residency support.