

VIRGINIA DEPARTMENT OF EDUCATION

Planning Grant Application for a College Partnership Laboratory School

A. GENERAL INFORMATION

1. **Name of Eligible Entity (Planning Grant Applicant): Central Virginia Community College**
2. **Authorized Official Representative: Dr. John S. Capps, President**
3. **Name of Contact Person for Application: Jack Freeman**
4. **Telephone: (434) 832-7764**
5. **Email: freemanj@centralvirginia.edu**
6. **Office Telephone Number: (434) 832-7764**
7. **Date of Submission: 2/13/2023**
8. **Amount of Funding Requested (\$200,000 maximum): \$200,000**
9. Public institutions of higher education (IHE); public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as provided in [§ 23.1-628](#), (eligible entity or entities) may apply for a Virginia Board of Education (Board) College Partnership Laboratory School Planning Grant (Planning Grant).
10. Each Planning Grant Applicant (applicant) seeking a Planning Grant must read and comply with the Instructions for Application for a Planning Grant for a College Partnership Laboratory School (Lab School), which are available on the Virginia Department of Education's (Department) website, and fully complete this Planning Grant Application (application) to be eligible for a Planning Grant.

11. Applications may be submitted, and will be evaluated, for Planning Grant awards based on factors set forth herein, on a rolling basis.
- 12. Planning Grant Term: This application is for a one-time Planning Grant, the term for which will not exceed 12 months from the date of any award hereunder.**
13. The completed PDF version of the application and related materials must be sent to labschools@doe.virginia.gov by email. The Department may return or reject proposals that are incomplete.
14. Please contact labschools@doe.virginia.gov by email if there are any questions about the application process.

B. DEFINITIONS

1. **College Partnership Laboratory School:** In accordance with [Item 4-14](#) of the General Assembly's 2022-2024 Biennium budget, the Code of Virginia § [22.1-349.1](#) is amended and reenacted, and the types of IHE eligible entities to establish Lab Schools are defined as follows:
 - a. "College Partnership Laboratory 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 institution, as defined in § [23.1-628](#). Notwithstanding the provisions of § [22.1-349.5](#), a public institution of higher education; a public higher education center, institute, or authority; or an eligible institution, as defined in § [23.1-628](#) may submit an application for formation of a college partnership laboratory school."
 - b. An "eligible institution" as provided above is an institution of higher education as defined in the Tuition Assistance Grant Program in accordance with § [23.1-628](#).

2. **At-risk student:** As provided in the Code of Virginia § [22.1-349.1](#), "at-risk student" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board criteria, that research indicates may negatively influence educational success.

For the purpose of these guidelines and any Planning Grant awards, “at-risk students” include (a) students who have experienced learning loss as the result of the COVID-19 pandemic; (b) students served by low-performing schools that are designated as “accredited with conditions” or “accreditation denied” based on the Virginia Board of Education’s accreditation ratings; and (c) students attending schools identified under the Every Student Succeeds Act within three support categories: (i) Comprehensive Support and Improvement, (ii) Targeted Support and Improvement, or (iii) Additional Targeted Support Category.

3. **Regional diversity:** For the purpose of evaluation of this application, regional diversity reflects representation from each of the Department’s eight Superintendent [regions](#).

C. ASSURANCES AND SIGNATURES

1. ASSURANCES

- a. By signing and submitting this application, the applicant assures that it will adhere to state and federal laws and regulations governing public schools, including the *Virginia Standards of Quality*, the *Virginia Standards of Learning*, and the Board’s *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
- b. The applicant assures that all elements of the proposed school(s) will comport with all applicable state and federal laws and regulations.
- c. The applicant certifies that to the best of his/her knowledge the information in the application is correct, that all application elements have been addressed as required in this application, and that the applicant understands and will comply with the assurances.
- d. The applicant agrees to conduct a review of their planning phase, and submit milestones and deliverables as required, including, but not limited to, a comprehensive report with details for the projected Lab School implementation, expenses, and other items as may be prescribed by the Department.

- f. Applicant provides assurance to subscribe to the following reporting requirements timetable:

TIMELINE	BENCHMARK AND DELIVERABLES
On or before the end of the first quarter of the grant term	Awardee must present a proposed list of milestones, measures of success, and deliverables.
On or before the end of the second quarter of the grant term	Awardee must submit a progress report in order to be eligible for the second installment of the award.
On or before the end of the third quarter of the grant term	Awardee must present progress on milestones and deliverables, including submission to the Board of an application for approval to launch a Lab School.
On or before the end of the grant term	Awardee is expected to have attained approval by the Board to launch a Lab School.

2. SIGNATURES

- a. Higher Education Authorization:
Signature of [AUTHORIZED REPRESENTATIVE of public institution of higher education; public higher education center, institute, or authority; or an eligible institution]:



Printed Name: Dr. John S. Capps Title:
President
Date: February 13, 2023

- b. Fiscal Agent Authorization (if applicable):
Signature of Division Superintendent of Fiscal Agent School Division:

Printed Name: Click or tap here to enter text.
Title: Click or tap here to enter text.
Date: Click or tap here to enter text.

- b. Fiscal Agent Authorization (if applicable):
Signature of Division Superintendent of Fiscal Agent School Division:

Printed Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Date: Click or tap here to enter text.

- c. Signature of Chairman of School Board of Fiscal Agent:

Printed Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Date: Click or tap here to enter text.

D. REGIONAL AND APPLICANT DIVERSITY

1. Planning Grants will be awarded in a manner that encourages ready access to Lab School options and the establishment of Lab Schools in each of the Department's [eight Superintendent regions](#).

The lab school being proposed will be located in Superintendent Region V.

2. Indicate Proposed Name(s) of Lab School: **Central Virginia Regional Experiential Academy of Learning**
3. Identify proposed Physical Location(s) of Lab School: On the campus of Central Virginia Community College, 3506 Wards Rd, Lynchburg, VA 24502

E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE

1. PROGRAM DESCRIPTION

- a. General description of the program (*2-3 paragraphs maximum*):

Central Virginia Community College (CVCC) and its secondary school system partners are seeking \$200,000 in planning grant funding to develop the **Central Virginia Regional Experiential Academy of Learning (CVCC Lab School)** that would begin its program with the Fall 2024 semester. The CVCC Lab School will be a regional partnership

between CVCC; the secondary school systems in the counties of Amherst, Appomattox, Bedford, and Campbell, and the City of Lynchburg; 4-year institutions of higher education; and local community organizations and businesses with a focus on improving career and technical education in the region. The proposed CVCC Lab School will feature an inclusive and immersive educational environment that uses differentiated instructional methods, such as data-driven inquiry method, work-based learning, problem-based learning and project-based learning within synergistic (work and education combined) classrooms in conjunction with multiple local business and industry representatives.

The proposed innovative CVCC Lab School endeavor will focus on career and technical education in a mixed-skills environment for grades 11-12 and provide a direct connection between secondary schools, post-secondary institutions, and local employers to better prepare graduates through experiential learning and critical thinking development. **The vision is to create a seamless CTE pathway from middle school to community college to career.** Each of the 5 school divisions will have the autonomy to develop middle school programs and high school programs for grades 6-10 based on their specific community needs that will provide specific career-based, foundational knowledge as the student enters Lab School. For example, Lynchburg City Schools plans to convert its 3 middle schools into schools for innovation (Dunbar Middle School is already an innovation school). Dunbar Middle School for Innovation will focus on cross-curricular activities in the fields of communication, cultural arts, and herpetology. Linkhorne Middle School for Innovation will focus on cross-curricular activities in the fields of community health and environmental sciences. Sandusky Middle School for Innovation will focus on cross-curricular activities in the fields of technology and engineering. Other school divisions may adopt different configurations and cross-curricular units of study which will become defined during the planning grant.

A 9th and 10th grade model would allow students to continue preparatory classes and career exploration before beginning coursework in their chosen field at the CVCC Lab School in grades 11 and 12. The CVCC Lab School is designed to address all facets of student development including social, interpersonal and non-academic skills and talents in an all-day school environment. This is especially important following the pandemic when students were isolated and learning suffered. Students will attend the CVCC Lab School and related activities including lunch Monday through Friday on the main campus that will allow them to experience the campus community, yet will finish in time to allow them to participate in extracurricular activities at their base-school such as athletics. Lab School days will consist of differentiated instructional methodology for both career programs and high school classes required for graduation, as well as work-based learning opportunities and employer engagement with projects, thus providing a holistic approach to learning. Cross-discipline curricula will be developed in collaboration with top industry and business leaders. This program will effect change throughout the local education system by providing opportunities for student teachers and existing educators to participate in classes to learn innovative teaching methodologies. Students and teachers will collaborate with industry partners to solve real-world problems which will give students the skills necessary to succeed. Faculty will be able to use their training to incorporate differentiated techniques into their classrooms for all subjects. With five secondary school systems and four accredited universities in the region that offer education majors, there will be an on-going supply of participants.

b. Rationale for the program (2-3 paragraphs maximum):

In developing its rationale for the CVCC Lab School, CVCC drew upon experience gained in creating its Regional CTE Academy in 2021. The CTE Academy has provided a centralized location for area school divisions to send students to attend programs that may not be available at their high schools or to accommodate students that would normally be placed on a waitlist at their high school due to high demand for internal programs. The CVCC CTE Academy has proved to be enormously attractive to high school students as enrollment has increased by 54% just from 2021 to 2022. Students are showing high interest in pursuing career and technical education-related programs that are in high demand and are living wage-capable at the entry level. This CVCC Lab School program would address the disconnect of many students with our current educational system and would address the meaningfulness of the academic content to real-world use, using immersive learning that highlights teamwork, collaborative problem-solving and critical thinking practice.

Our education system has traditionally relied on passive pedagogical methods that consist of the teacher supplying students with information that they later recall during some form of an examination. Teachers do not typically employ concepts such as inquiry-based learning in their classrooms, which may be due to lack of professional development opportunities to understand how to implement these concepts in their classroom, despite evidence that when teachers are properly trained, student performance increases (Silm et al., 2017). The CVCC Lab School will provide a structured, consistent path for educators to develop these skills, while providing students an innovative learning environment. It would provide a means for students to relate high school-required courses such as English and government to real-world situations so that they would understand the importance of learning this material, while training teachers on differentiated learning methods to use in their classrooms at all learning levels.

Even as the CVCC CTE Academy has developed strong relationships between education and local business and industry, to the point of providing input and guidance on CTE program quality, the CVCC Lab School would represent the next level of cooperation that would enable students to complete both CTE programs and high school classes at one central location, while interacting with local business and industry through on-campus activities and work-based learning opportunities. Projects will be assigned to allow for collaboration and to include employees of local industry to serve as mentors.

Silm, G., Tiitsaar, K., Pedaste, M., Zacharia, Z.C., & Papaevripidou, M. (2017). Teacher's Readiness to Use Inquiry-based Learning: An Investigation of Teachers' Sense of Efficacy and Attitudes toward Inquiry-based Learning. *Science Education International*, 28(4), 315-325.

c. Nature of innovation proposed for the program, including how it will improve student academic proficiency, mastery, college and career readiness, and long-term outcome goal (2-3 paragraphs maximum):

Our project design allows each school division to incorporate programs at the middle school and/or grades 9/10 level based on the unique needs of their municipalities. This provides a clear pathway for students to learn about different businesses and industries and apply this knowledge in their career and technical education programs once they become enrolled in the CVCC Lab School that will prepare them for entrance into the workforce. Student-centered career and academic goals are stated, planned out, and aligned to the instruction using academic and career plans that will allow students to better understand how each aspect of their learning relates to achieving their career goals.

Another component of the planning grant focuses on the development of rigorous, authentic learning activities and experiences that are collaboratively developed and implemented by school staff, university/college faculty, personnel, and business/community partners. Inclusive in the development of these CTE-rich activities is a strand that fosters metacognition in the learner, thinking about their thinking. As these young adolescents continue to discover their identities and passions along with their peers, it is critical that they become well-versed in their own thought processes and problem-solving approaches. Our innovative curricula will provide students with multiple opportunities to develop these skills and also expose them to various career sectors.

Upon entering high school, students continue preparation in grades 9 and 10 by taking related classes and immersing themselves in a grade-blended, student-centered learning environment. As students transition from their high schools to the student-ready CVCC Lab School, they will be subjected to data-proven instructional methods such as inquiry-based, project-based and problem-based learning led by a group of instructors to guide teams of student peers to learning. Instructors will engage more as facilitators of learning and not as a single point of knowledge. Students will earn both academic awards and industry-recognized credentials that are aligned with their respective curricula.

The creation and development of Professional Learning Communities will be implemented to align all curricula (Standards of Learning with career content curricula), and to create industry-connectable projects. Each project might have a 1 to 4-week project timeframe which varies due to differing complexities of industry projects. Membership in the PLCs responsible for planning would consist of:

- One Administrator-To solve logistical issues, offer support and guidance, not control, leadership, and manage student discipline. LEAs will perform teacher observations.
- Certified High School and CVCC instructors- English and Political Science
- Industry Professionals- Current adjuncts, new partners, not limited to guest speakers.
- Career Content Instructors

d. Expected student learning benefits (*2-3 paragraphs maximum*):

Student learning benefits in the preparatory grades 6-10, include but are not limited to:

- Students benefit from an environment where teachers and students learn from each other.
- Students learn best through experimentation and interactions with authentic audiences and professionals in the field.

- By learning through cross-curricula projects and experiences, students develop and refine transformative skills that serve as the foundation for career exploration and development.
- Students are exposed to a variety of career paths and mentorship from “in-the-field” professionals.
- Students are exposed to rigorous curricula that better prepare them for advanced curriculum in high school and postsecondary.
- Students benefit from positive peer-to-peer cognitive activities and develop an understanding of their own metacognition.
- Students create a pipeline of future prospective employees to fill the job and career vacancies in the Lynchburg Regional Area.

Students entering the CVCC Lab School will experience a student-ready college and will gain applicable technical, academic and critical social skills that will connect education to the workplace. They will learn how to function as a member of a team, manage time and resources as an individual, and apply material taught in academic classes to technical field(s) of interest. Instruction will support the reading, mathematics, writing, science and history/social science Standards of Learning (SOL’s) through student-centered learning modalities, using problem-based learning, collaborative problem solving, and critical thinking practice. Students will have received instruction on how to be successful in their profession in addition to their academics. These skills are taught in junction with the content.

Graduates of the CVCC Lab School will enter the workforce or continue their education more prepared for the challenges that lie ahead. Businesses will be able to help develop the local workforce and recruit employees that understand the demands of their respective fields. This will reduce employer training costs and decrease attrition because graduates will better understand the conditions of employment. Students will graduate with credentials and training that allows them to immediately enter the workforce job-ready and address workforce shortages in a timelier manner.

- e. Expected teacher learning and professional development benefits (*2-3 paragraphs maximum*):

Most career and technical education (CTE) programs offered at CVCC utilize some form of differentiated learning. Students are taught basic skills and then utilize this knowledge to complete projects. Faculty are subject matter experts that have both the academic or industry credentials and field experience that they bring to the classroom. The CVCC Lab School will allow these programs to better collaborate to provide a more well-rounded student experience in all areas.

Bringing high school teachers into this process is a new concept. Selected “Lead” teachers from every school division will be trained in the modalities of instruction in inquiry-based, project-based and program-based learning and differentiation that can be implemented in any classroom. Student teachers from all accredited local area teacher preparation programs, including Randolph College, Sweet Briar College, Liberty University and the University of Lynchburg would be organized as a cohort of 3 to 4 students that would rotate every 4 weeks, from semester to semester, or do an entire semester together. This non-traditional design may positively influence

young teachers, as they graduate and become classroom managers, to investigate more student-centered practices, thereby increasing student engagement through this delivery design.

f. Content areas addressed:

Content areas that will be addressed at the CVCC Lab School:

Academic Content Areas:

- High School English and History will be provided on campus or streamed by certified high school teachers for 11th graders as will English and Government be provided for 12th graders. Some students could opt to take college-level courses if they are on a degree plan (Mechatronics, IST, Cyber, Health Science, for example) but this is not a requirement.

Career Content Areas:

- Skilled Trades- Electrical Technology, HVAC Technology, Welding Technology, Cybersecurity Technology to obtain Career Studies Certificates, Certificates, and or Industry Credentials. A major goal will be to bring heavy industry involvement in co-planning on project-based learning, inquiry-based learning, and work-based learning integration and creation. Programs such as HVAC, Electrician, and welding will focus on industry-recognized credentials embedded into academic certificate programs to allow students to be job-ready upon graduation.
- Health Sciences- This program introduces students to areas of the healthcare field while preparing them to matriculate to other programs such as radiology technology, respiratory therapy, nursing, physical therapy or premed. Pre-Allied and Allied Health, EMS/Paramedic to obtain Career Studies Certificates, Certificates, and/or a Diploma, 2-year AAS capstone, and/or a 4-year capstone as a nurse, pre-med, or physical therapist at a local 4-year college/university.
- Manufacturing- Programs in manufacturing include certificate (Industrial Maintenance), diploma (Machine Tool), and a 2-year AAS degree (Mechatronics, Computer & Electronic Networking) that prepare students to enter the workforce or to possibly transfer to a 4-year college/university to pursue related fields such as engineering.
- Public Safety- Students will earn both academic awards and industry-recognized credentials. Program areas include Administration of Justice (AAS), Fire Science (AAS), EMT (CSC) and Telecommunications (CSC).
- IST/Cyber Security- The Information Systems Technology AAS and the IST-Cyber Security Specialization AAS include embedded industry-recognized credentials and prepare students to enter the workforce or possibly transfer to a 4-year college/university to pursue degrees in related fields.
- Early Childhood Development- This includes a 2-year AAS capstone and possible matriculation into an education program at a 4-year college/university.

- Culinary and Hospitality Management- The Culinary Arts and Management AAS and the Hospitality Management CSC prepare students to enter the workforce upon graduation and possible matriculation into an education program at a 4-year college/university.
- Energy Technology- This program exposes the student to multiple forms of energy such as electrical, nuclear, solar, biomass, hydro and natural gas. Students will earn industry-recognized credentials and complete an AAS in Energy Technology. Students will be prepared to enter the workforce upon graduation or transfer to a 4-year college/university in a related program.

2. GOAL

State the overall proposed goal for the program:

The goal of the CVCC Lab School Project is a student-ready college for students to learn across disciplines from teachers who are blending career courses with core academic learning. Also, students will have regular interaction with industry leaders which offers a glimpse into opportunities beyond graduation. The program will enable high school seniors to graduate with an advanced or standard diploma, a minimum of two collegiate-level academic credentials (32-40 credits) and/or an industry recognized credential(s). Graduates will be able to problem solve, think independently, plan critically, and work as a productive team member, who is socially adjusted to the workplace to recognize their potential and achieve their dreams. Graduates will be able to effectively communicate instructions, thoughts and emotions using written and verbal language, and apply their training immediately upon graduation.

The CVCC Lab School provides exceptional opportunities for the students selected to participate. The concept will reduce area high school dropout rates by increasing student understanding of the connections to all educational content, engaging and empowering students to take ownership of their learning content by choice, using student-centered learning with career and technical programs. Once this concept is proven by these results, it can readily be replicated on a larger scale or in other locations.

3. TIMELINE

Provide a timeline of the planning process, including the proposed date/school year for launch of a Lab School:

The CVCC Lab School will launch in August 2024. The following activities will occur during the planning grant phase and the initial year of operation:

Lab School Timeline	
March 2023	Kick off planning grant with stakeholder planning meeting. Develop a planning committee that will meet on a regular basis.
March-April 2023	Review secondary and CTE curricula to determine alignment. Select high school teachers for participation.
May-June 2023	Offer professional development opportunities for selected faculty in inquiry-based, project- and problem-based learning and differentiated learning.

July-August 2023	Develop and Submit Lab School Application
July-October 2023	Develop policies and procedures for Operations, Staffing, and Student Selection
October-November 2023	Public meetings with students, community leaders and business/industry leaders to announce the Lab School project.
November-December 2023	Selection of high school juniors and plan for enrollment
January-February 2024	Finalize program schedule Project oversight transitions to Coordinator of CTE Initiatives
March-April 2024	Finalize logistics
May-July 2024	Prepare the learning environment and prepare faculty.
August 2024	Orientation. First cohort of juniors and student teachers begins
November-December 2024	Selection of high school juniors and plan for enrollment
December 2024	Faculty meeting to assess progress
November-December 2024	Selection of high school juniors and plan for enrollment
April 2025	Faculty meeting to assess progress
May-June 2025	Offer professional development opportunities for selected faculty
July 2025	Prepare the learning environment and prepare faculty
August 2025	Orientation. Second cohort of juniors, first cohort of senior and student teachers expansion

F. STUDENT POPULATION AND RELEVANT RESEARCH

1. TARGETED STUDENT POPULATION

- a. Describe the student population and discuss why they are proposed. Include the number of students, reporting group(s), and grade level(s):

Fall 2022 Membership			
School Division	Grades 6-8	Grades 9-10	Grades 11-12
Amherst Co.	860	665	595
Black	161	116	99
Hispanic	38	33	28
White	564	446	401
Asian	6	0	1
Multiple Races	78	62	62
Students w/ Disabilities	129	93	70
Econ Disadv	418	309	235
Appomattox Co.	539	395	304
Black	115	115	63
Hispanic	20	17	15

White	342	260	201
Asian	1	0	0
Multiple Races	61	37	25
Students w/ Disabilities	56	40	37
Econ Disadv	275	202	119
Bedford Co.	2034	1512	1414
Black	145	112	120
Hispanic	68	77	59
White	1615	1198	1134
Asian	32	38	33
Multiple Races	130	84	65
Students w/ Disabilities	237	197	188
Econ Disadv	767	573	417
Campbell Co.	1734	1340	1112
Black	192	239	174
Hispanic	107	96	52
White	1176	921	800
Asian	23	5	20
Multiple Races	127	76	60
Students w/ Disabilities	229	192	138
Econ Disadv	832	620	436
Lynchburg City	1685	1311	1087
Black	828	660	490
Hispanic	136	107	69
White	534	412	413
Asian	15	19	15
Multiple Races	165	110	98
Students w/ Disabilities	262	174	140
Econ Disadv	1090	789	532

Each of the 5 school divisions in the CVCC service area will determine the number of students in grades 6-8 and 9 and 10 that will be involved in the program. Curricula will be developed for the identified programs, which may differ between school divisions. Each school division will report on the number of students and the programs of emphasis.

The CVCC Lab School will accommodate 100 students per junior cohort. In the first year of the CVCC Lab School (2024/25) there will only be a junior cohort. The next year (2025/26) the

school will have a junior cohort and a senior cohort for a total of 200 students. Final enrollment numbers will be based on available resources for CTE programs.

GRADES TO BE SERVED FOR THE FULL TERM OF THE APPROVED LAB SCHOOL CONTRACT (PLEASE CHECK ALL THAT APPLY*)			
Pre-K		Sixth Grade	X
Kindergarten		Seventh Grade	X
First Grade		Eighth Grade	X
Second Grade		Ninth Grade	X
Third Grade		Tenth Grade	X
Fourth Grade		Eleventh Grade	X
Fifth Grade		Twelfth Grade	X

*If the applicant intends to add or change grade levels at some point during the Lab School’s operation, please provide this information in the education program section of the narrative.

b. Describe the community(ies) the school(s) serves:

Located in Lynchburg Virginia, CVCC is the only public institution of higher education (IHE) within 60 miles from the main campus and is the only public IHE physically located within the 2100 sq. mile area it serves (city of Lynchburg and the counties of Amherst, Appomattox, Bedford and Campbell). An open enrollment institution, CVCC serves approximately 4,000 students annually and attracts a high proportion of students who are traditionally underrepresented in college, including low-income, minority, and first-generation students. CVCC partners with local K-12 school districts and other educational community agencies to help improve college readiness and success among students, many of whom would be unlikely to enroll or succeed in college without the additional support.

According to the U.S. Census Bureau, Lynchburg City currently has a poverty rate of approximately 19.5%, a concerning 10.3% higher than the Virginia statewide average and 8.1% higher than the national average. A recent released study conducted by United Way provides even more sobering statistics when measuring “*Asset Limited, Income Constrained, Employed*” (ALICE) households. ALICE households are defined as are those which are earning above the federal poverty level but are not making enough money to maintain a basic household budget. In 2018, the average number of ALICE households in both the U.S. and Virginia was 29%. The rate of ALICE households in Lynchburg City measured during the same time was a staggering

50%. Surrounding localities also illustrated elevated rates including Bedford (36%), Appomattox (37%), Campbell (43%), and Amherst (43%).

The CVCC Lab School will serve students from the entire footprint covered by CVCC which includes the counties of Amherst, Appomattox, Bedford and Campbell, and the city of Lynchburg. Students will be selected from the 11 high schools throughout the region. At-risk students will receive additional tutoring and mentoring support to ensure their success.

- c. If the Lab School is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education, classical education, etc.), please describe the focus:

The focus of the CVCC Lab School will be on Career and Technical Education (CTE) utilizing innovative inquiry-based, project- and problem-based learning and differentiated learning strategies.

CVCC is in a unique position as the only community college in the Virginia that houses a regional STEM Academy. Programs in the areas of Mechatronics, Cyber Security and Health Sciences have a current degree of overlap that allows interaction between students in the STEM Academy and the CVCC Lab School. The STEM Academy and Early College program already exist to serve students with strong academic prowess. The CVCC Lab School will use differentiated learning techniques to assess students to adapt their pathway to their needs and abilities, which will allow all student populations to be served.

2. RELEVANT RESEARCH

Discuss any relevant research tied to the proposed student population and overall goal of the program to demonstrate that it will improve student academic proficiency, mastery, college and career readiness, and long-term outcomes:

High School

Academia in secondary education has weakened its connection to the world of work in the U.S. for the last 5 decades. This problem affects the college and career preparedness of students throughout the country. The lack of career-connected learning in high school yields less-prepared students for college and careers in our current and future economy.

Dr. Tony Wagner discussed in his book, *The Global Achievement Gap*, that there are seven survival skills that all students must master to succeed in college, get a job, and become a leader in the local or global community. Those skills are :

Critical Skill	Description
Critical thinking and problem-solving	The ability to think broadly and deeply; includes the ability to apply abstract knowledge to solve a problem and execute a solution.
Collaboration across networks and leading by influence	The ability to communicate with, collaborate with, and demonstrate influence with virtual teams that can be dispersed on a global scale.

Agility and Adaptability	The ability to deal with new and rapidly changing business environments has become more important than technical skills.
Initiative and Entrepreneurship	The ability to be self-motivated, or self-employed, to accomplish personal or job-based goals.
Effective oral and written communications	The ability to effectively communicate in virtual teams or virtual offices, with teams who are increasingly comprised of individuals from diverse cultures.

Wagner, T. (2014) *The Global Achievement Gap*. New York: Basic Books.

Increased student academic achievement in the context of CTE occurs when the learning experience is situated in real-world, authentic contexts like those in CTE courses and programs. This has been observed over the past decade as the National Research Center for Career and Technical Education has conducted a series of scientifically-based curriculum integration studies that have shown that student’s academic achievement increases when they learn academics in the context of CTE courses. (Pearson, D. 2015)

Pearson, Donna (2015) *Kappan: CTE and the Common Core can address the problem of silos*.

Middle School

According to relevant research on human development and early adolescence, the middle school years mark another time in a child’s life when the brain goes through another growth spurt. “The middle school years are also what scientists call a “sensitive period” for social and emotional learning, when the brain is primed to learn from social cues” (Barshar 2020). During this time, middle school students benefit most from cooperative and experiential learning with their peers. Successful middle school programs are housed with skillful teachers who are trained in early adolescent development, metacognition, and authentic learning. In addition to their parents, other adults (teachers, business professionals, and community partners) also play an important role in shaping how middle school students view themselves, their peers, and the world around them. The research listed below supports our reason for focusing on the middle grades and our rationale for the professional development, training, and instructional design outlined in this proposal.

- *Visible Learning: A Synthesis of Over 800 Meta-Analyses Related to Student Achievement*, (Hattie, 2009)
- *Starting Early: Career Development in the Early Grades*, (Akos, 2020)
- *CAREER SELF-EFFICACY AND PERCEPTIONS OF PARENT SUPPORT IN ADOLESCENT CAREER DEVELOPMENT*, (TURNER AND LAPAN, 2011)
- *WHY THE PRETEEN YEARS ARE A CRITICAL PERIOD FOR BRAIN DEVELOPMENT*, (BARSHAR, 2020)
- *Harnessing Technology for Deeper Learning: Solutions for Creating the Learning Spaces Students Deserve*, (McLeod and Graber, 2018)
- *Educating Gifted Students in Middle School: A Practical Guide (3rd ed.)*, (Rakow, 2020)
- *What Science Tells us About Improving Middle School*, PBS News Hour (August, 2021)
- *4 Things Your Teen (Or Pre-Teen) Needs*, UVAToday (January, 2021)

- *So Each May Soar: The Principles and Practices of Learner-Centered Classrooms* (Carol Ann Tomlinson, 2021)
- *Teacher Burnout Turnaround: Strategies for Empowered Educators* (Patricia Jennings, 2020)
- *When Students Learn by Making Project How Do You Gauge Their Progress*, Washington Post (May, 2019)
- *How Playful Assessment Unseated Standardized Tests at One School*, EdSurge (December, 2018)

G. COLLABORATION AND STAKEHOLDER INVOLVEMENT

1. Describe the involvement of local school divisions, community-based organizations, employers, teachers, and parents in the planning, development, and implementation of the proposed program:

This proposal is being submitted with the full support of the 5 secondary school systems in the region and their respective boards, and CVCC. The planning grant will be used to support professional development and training, program design and implementation, curriculum development, and development of policy and procedures for operations, staffing and student selection.

The school divisions have been involved in the planning of this program for several years. Their involvement was instrumental in the establishment of the Regional CTE Academy and the planning of this project to expand the scope of the original initiative. Other community-based organizations including the Central Virginia Planning District Commission, the Lynchburg Regional Business Alliance, Beacon of Hope, the Old Dominion Job Corps, and numerous businesses and organizations have been involved in this project since its inception. These same organizations support the expansion of this effort to create the CVCC Lab School.

2. If the Lab School is going to be in partnership with a local school division(s), please describe the partnership briefly:

As stated above, this initiative has the support of all 5 secondary school divisions in the CVCC service region. The Regional CVCC CTE Academy was established with the vision and support of the superintendents. It provides a proof of concept that supports the establishment of the CVCC Lab School to expand the scope of this project.

The next progression of this endeavor involves the school divisions developing and incorporating related curricula into the middle and early high school years. Planning grant funds will be used to initiate this effort. The schools are willing to support this endeavor to allow students to be better prepared to be successful in their chosen CTE programs. This effort is critical as it creates the pipeline of participants that follow the seamless CTE pathway from middle school to community college to career.

H. SUSTAINABILITY

1. The goal of the Planning Grant program is to support public institutions of higher education; public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as defined in § 23.1-628, as they develop and implement programs in order to create or improve capacity to operate and sustain a Lab School independently of long-term state funding, and in a manner that promotes quality, innovation, and program results.
2. Please describe the capacity of your public institution of higher education; public higher education center, institute, or authority; or eligible institution to implement a Lab School:

CVCC, the 5 secondary school systems in the CVCC service region, and other stakeholders in the region have previously collaborated to create the Lynchburg Regional Governor’s STEM Academy and more recently the CVCC Regional CTE Academy. These organizations have developed very close working relationships over the years that makes it possible for them to undertake big projects and make them successful. The CVCC President, the Vice President for Academic and Student Affairs and other senior staff members fully endorse this proposal.

The campus of CVCC in Lynchburg is more than adequate to accommodate the CVCC Lab School. The faculty bring a wealth of experience in a broad array of business and industry environments that will enrich the learning experiences of the CTE students. CVCC faculty are also equipped to provide the professional development to school faculty members that will equip them with the training in the modalities of instruction in inquiry-based, project-based and program-based learning and differentiation that can be implemented in any classroom.

3. Identify potential affiliates, partners, and describe potential sustainable funding sources:

Partner	Primary Role	Additional Contributions
Secondary School Divisions	Provide students for the program	Provide teachers for secondary coursework
Old Dominion Job Corps	Provide students for the program	Assist eligible high school graduates to continue their program of study
Jubilee Center	Provide students for the program	Offer support services to students
Liberty University, Randolph College, Sweet Briar College, University of Lynchburg	Provide teacher candidates to train a new generation of educators in experiential learning techniques and CTE areas	Serve as a transfer option for graduates
Area Businesses	Provide philanthropic support, work-based learning, on-the-job training, and innovative mentorship	Employ graduates
Lynchburg Regional Business Alliance	Promote the program to area businesses	Attract new business and industry to sustain career opportunities for graduates
Educational Foundations	Provide financial assistance for student tuition and materials	
Beacon of Hope	BoH serves the City of Lynchburg and works to inspire students to pursue post-secondary education or training, invest in their potential, and equip them to become	

	contributing individuals to the betterment of our community.	
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4. Identify potential barriers to the planning process and possible ways to address them:

Potential Barriers:

- Concept of new pedagogical practice buy-in
- Intricacy of details in aligning multidisciplinary content

To address these barriers, targeted and meaningful professional development is crucial to allowing the instructors to see the vision and implement the techniques of the Lab School teaching methods. Using various delivery methods would increase flexibility, thus participation and training. Creating opportunities to use local teaching professionals who are proficient practitioners, or quality 3rd party vendors, to lead intensive, in-person bootcamps, is an effective method of professional development. Role-play, modeling the practice of differentiated content delivery, using active peer-review feedback has shown results in school divisions who encourage these methods. As a scaffolding support, the purchase of support from online, asynchronous 3rd party vendors, who teach the techniques may fill in the gaps in learning, and offer more flexibility.

Professional Learning Communities are a proven method for curriculum planning. The formation of the Professional Learning Communities are key to the planning of weaving the academic and career content into a deliverable, data-driven curriculum. A key element of PLC's is having the correct members with a common goal by content areas. A Manufacturing PLC would have members that overlap but vary by content experts. School divisions will contribute specifically-selected teachers for English and Government; specific stakeholder industries will select and provide professionals by content, who value our Lab School goals; and local colleges and universities will provide post-secondary students and content guidance, to connect our Lab School goals.

A Sample PLC Membership:

- English teacher, high school and college
- Government teacher, high school and college
- Industry Content Professional, by industry
- Adjunct Content Professional, by program
- CVCC or partner college/university recent graduate
- Education Student-Teachers, 1-3 in number
- Administrator of Lab School, as logistical support, leadership/guidance

I. BUDGET OF DIRECT COSTS (WITH \$200,000 MAXIMUM)

1. Complete the budget table below outlining the financial plan of how the Planning Grant will be used in the effort to establish a Lab School. The Planning Grant period and use of funds may not exceed 12 months from the date of award.

2. Only include direct operating costs. Indirect costs and capital outlay costs are not allowed. Include a description of expenses that explains appropriateness of expenses based on the category descriptions shown below.
3. All expenses must be directly related to the proposed Planning Grant activities. Applicants are not guaranteed the requested award amount and any award may be proportionally adjusted according to application's weighted Planning Grant Application Evaluation Rubric score and to reflect only those expenditures that are designated as permissible.
4. **Note: Any unspent Planning Grant funds remaining at the end of the grant term must be returned by the recipient to the Department.**

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
1000 – Personal Services	Lab School Project Coordinator	\$70,000
2000 – Employee Benefits	FICA for Project Coordinator	\$5,355
3000 – Purchased/Contractual Services	Marketing, Pre-launch publicity, Business Roundtables	\$5,000
	Seminar/Instruction on Experiential Learning by subject matter expert	\$10,000
4000 – Internal Services		
5000 – Other Services	Subawards of \$20K each to 5 school divisions to develop curricula for Grades 6-10	\$100,000
	Site Visit to Ignite Institute (KY) (Airfare-\$376, Hotel-\$170/night, PerDiem \$110) X 5 people + 1 rental car (\$300)	\$3,580
6000 – Materials and Supplies	Professional Development Materials for Project-based learning and inquiry-based method	\$6,065

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
Total		\$200,000

*** Total cannot exceed \$200,000 with additional funding considered at the discretion of the Department on a case-by-case basis and in accordance with available funds.**

Please visit the [Virginia Department of Education OMEGA object codes universal guidelines](#) for a complete description of the budget categories.

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APPENDIX: PLANNING GRANT APPLICATION EVALUATION RUBRIC

For the applicant’s information, the following will be used as the Planning Grant Application Evaluation Rubric for this application. Applicant does not need to complete this section.

AREA OF CONSIDERATION	DESCRIPTION	POINTS AVAILABLE
Targeted Student Population(s) and Relevant Research	Application proposes intention to serve at-risk students and/or offer a new, innovative model of instruction grounded in evidence-based practices to improve student academic proficiency, mastery, college and career readiness, and long-term outcomes.	30
Clarity of Program Description Goal, and Timeline	The program description and goal are clear and attainable. Indication of programmatic, operational, and infrastructural capacity to advance an application to launch a Lab School program, as well as launch a Lab School no later than the 2024-2025 school year. Additional preference will be given to applicants with an earlier Lab School launch timeline.	20
Sustainability	Evidence of institutional commitment to the viability of a Lab School in a manner that promotes quality, innovation, program results, and sustainability.	20
Collaboration	Evidence of engagement and collaboration with stakeholders, including local school divisions, community-based organizations, employers, teachers and parents.	15
Regional and Applicant Diversity	Evidence of diversity of location, with the goal of Lab Schools in each Superintendent region. For applicant diversity, preference will be given to new applicants in the event a concurrent applicant has previously received a Planning Grant during the current application period.	15