

VIRGINIA DEPARTMENT OF EDUCATION

Planning Grant Application for a College Partnership Laboratory School

A. GENERAL INFORMATION

1. 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).
2. 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.
3. Applications may be submitted on a rolling basis and will be evaluated for Planning Grant awards based on factors set forth herein.
4. **Planning Grant Term: This Application is for a one-time Planning Grant, the term (Term) for which will not exceed 12 months from the date of any award hereunder.**
5. 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 an Application that is incomplete.
6. Please contact labschools@doe.virginia.gov by email if there are any questions about the Application process.

A.1. KEY CONTACTS, SUBMISSION DATE, AND FUNDING REQUEST

1. **Name of Eligible Entity (Planning Grant Applicant):** Roanoke College
2. **Address of Eligible Entity (Planning Grant Applicant):** 221 College Lane, Salem, VA 24153
3. **Name of Authorized Official Representative:** Frank Shushok, Jr., Ph.D. (*President*)
4. **Email Address for Authorized Official Representative:** fshushok@roanoke.edu
5. **Telephone Number for Authorized Official Representative:** 540-375-2201
6. **Name of Contact Person for Application:** Dr. Kathy J. Wolfe (*Vice President for Academic Affairs/Dean of the College*)
7. **Email Address for Contact Person for Application:** kwolfe@roanoke.edu
8. **Telephone Number for Contact Person for Application:** 540-375-2203
9. **Name of Partnering School Division (if applicable):** Salem City Schools
10. **Name of School Board Chairman of Partnering School Division(s) (if applicable):**
David Preston
11. **Email Address for School Board Chair of Partnering School Division(s) (if applicable):** dpreston@salem.k12.va.us
12. **Name of Superintendent of Partnering School Division(s) (if applicable):** Dr. Curtis Hicks
13. **Email Address for Superintendent of Partnering School Division(s) (if applicable):** chicks@salem.k12.va.us
14. **Name of Industry or Community Partner(s) (if applicable):** N/A
15. **Name of Contact Person for Industry or Community Partner(s) (if applicable):** N/A
16. **Email Address for Industry or Community Partner(s) (if applicable):** N/A

17. **Phone Number for Industry or Community Partner(s) (if applicable):** N/A

18. **Date of Submission:** 3/15/22

19. **Amount of Funding Requested (\$200,000 maximum):** \$192,541

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 this 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.
- e. Applicants receiving a Planning Grant are expected, by the end of the term of such grant, to submit a subsequent application for the launch of a Lab School to the Department, for review and approval by the Board.
- 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: Frank Shushok, Jr, PhD
 Title: President
 Date: 3/13/23

b. Fiscal Agent Authorization (if applicable):

Signature of Division Superintendent of Fiscal Agent School Division:



Printed Name: Dr. Curtis Hicks
 Title: Superintendent, Salem City Schools
 Date: 3/13/23

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



Printed Name: David Preston
 Title: Salem City School Board Chair
 Date: 3/14/23

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](#).
2. Indicate Superintendent Region of Proposed of Lab School: 6 – Western Virginia
3. Indicate Proposed Name(s) of Lab School: The Laboratory School at Roanoke College
4. Identify Proposed Physical Location(s) of Lab School: Roanoke College, 221 College Lane, Salem, VA 24153

E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE

1. PROGRAM DESCRIPTION

- a. **General description of the program (2-3 paragraphs maximum):** An important element of Roanoke College's mission is to be "a model of experiential learning." Given this mission, creating a College Partnership Laboratory School with Salem City Schools, in conjunction with Virginia Western Community College, is a welcome innovative opportunity. Our collaboration involves an inquiry, performance- and community-based model in which Salem High School students dual-enroll in specific Roanoke College courses that are part of a Career Pathway. High school students may choose from a range of innovative courses across multiple disciplines, while focusing on particular career opportunities. All Career Pathways include field-based research components, courses with community connection opportunities, and General Education courses that offer students a head start to meeting college graduation requirements. In addition, our Lab School will use inquiry-based learning, an active model that engages students in interdisciplinary, real-world applications of critical thinking and problem-solving. We will also offer students in grades 9-12 an optional course to introduce them to the college learning environment, as well as an optional capstone research course in which students present products of their own inquiry to a business-community partner audience. If students complete the full pathway (including the introduction and capstone) they will be able to receive a Roanoke College scholarship specific to Lab School students.

Students eligible to attend the Lab School include those who have had difficulties accessing traditional college preparatory programs. Only about one third of high school students in the US take advantage of postsecondary credits while in high school, and if their parents did not attend college or they are Black or Hispanic, this percentage falls to just 26% (National Center for Education Statistics, 2019).

Another national study cites several reasons for this low percentage. Many at-risk students are “academically behind when they enter high school and are unable to progress to more advanced courses” (USGAO, p. 2). In addition, lack of school resources and teaching staff, as well as the effects of poverty (such as hunger and trauma) may adversely affect the students’ access to these courses, particularly in math and the sciences.

Faculty teaching in the Lab School will be chosen for their established pedagogical ability to meet the needs of a wide range of learners while still achieving rigorous program goals. Professional development will be held for all teaching faculty and for the college student peer mentors who will participate in the learning experiences.

- b. **Rationale for the program (2-3 paragraphs maximum):** Salem City Schools and Roanoke College formed this partnership, in collaboration with Virginia Western Community College, to engage groups of students who might otherwise fall through the cracks of college-preparation and career-readiness efforts. The Lab School is an opportunity for highly skilled faculty to use evidence-based teaching strategies in a cohesive program format to meet the needs of this wider pool of students, as well as the needs of the community into which they will soon enter.

Earlier entry into college work will give Lab School students the opportunity to complete college more rapidly, potentially allowing them to enter the workforce earlier - a significant financial advantage to students who may have avoided college in the past due to cost. Since dual enrollment has been found effective in improving student success rates and degree attainment in college, it is imperative to offer these pathways to a wider spectrum of students. Students who take dual enrollment courses in high school are more than 50% more likely to graduate from college than students who do not; this is even more statistically significant for minority and low-income populations (Struhl & Vargas, 2012). Particularly effective is the early college model which “blurs the line” between high school and college. One study cites a 20% increase in degree attainment for students in these programs (Edmunds, et.al, p. 297, 2017).

The professional development synergy between college and high school instructors can benefit both constituencies as they seek better ways to meet the evolving needs of students of all ages, post-COVID. Further, it offers each group opportunities to expand their repertoire of teaching strategies while gaining understanding of the unique challenges that teachers face at each level. More collaboration between faculty will lead to increased awareness of the college and career readiness needs of high school students and to better advising of those students as they move to their next level of education.

- 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):** Inquiry-based learning encompasses a variety of pedagogical approaches such as collaborative learning activities, project-based learning, and individual research. Ellis & Bluic write: “At the heart of inquiry-based approaches is the goal of a deeper understanding through developing students’ ability to formulate key questions and to pursue answers to those questions through improved research skills” (2015, p. 970). Engaging in asking and answering key questions through inquiry both engages and develops higher order thinking and communication skills necessary for college and career success in the 21st century (Brooks & Brooks, 1999; Lu, Pang, Shadiev, 2021). Roanoke College’s general education curriculum is already built around critical inquiry into questions that are important to us as individuals, citizens, and members of a global community. We believe that engaging students in rigorous inquiry and developing abilities in communication and critical thinking across the curriculum furthers the college’s mission of developing the skills students need to live as informed, resourceful, and responsible citizens (Roanoke College Academic Catalog, 2022-23, p. 54). In alignment with these goals, a long-term outcome for the Lab School is for students to develop the inquiry skills necessary to engage in complex, higher order thinking that will prepare them for college, career, and civic leadership.

Of special note for this age group, research has noted how important it is to harness the unique stage of development in the brain during adolescence when novelty-seeking, creative capacities are especially prominent (Siegel, 2013). To varying degrees and in different disciplines, K-12 education employs inquiry models such as the C3 Compelling Questions Inquiry Model for social studies education (Parker & Beck, 2022) and the 5E model for science and mathematics education (Tanner, 2010). K-12 education values inquiry yet is limited in taking on a full inquiry approach, often because of increased class sizes due to overall teacher shortages. At-risk students may also be less likely to enroll in dual-enrollment courses if they feel they are not qualified. Our Lab School partnership will offer the opportunity for diverse high school students from Salem City Schools to engage in deep inquiry in one of three pathways that are directly connected to workforce needs in our region and beyond. Roanoke College INQ courses teach disciplinary methods of inquiry. Therefore, with our pathways model, students will have access to foundational methodological inquiry such as INQ 240/250 Statistical and Scientific Reasoning, INQ 260 Social Science Reasoning, and INQ 110/120 Written and Oral Communication and Ethical Reasoning. Their additional Career Pathways content courses will finely tune students’ preparation for their own inquiry capstone projects.

- d. **Expected student learning benefits (2-3 paragraphs maximum):** Lab School students will:
- Formulate questions and explore novel solutions alongside scholars and experts in the field.
 - Develop critical thinking, an ability highly valued by employers as jobs evolve and the problems facing business and industry are multi-faceted, requiring thinkers able to consider new perspectives.
 - Build skill sets that will allow them to enter the workforce with ease.
 - Have access to a point of entry at a college campus that might otherwise have felt out of reach.
 - Develop a sense of motivation that can prompt earlier professional career exploration.
 - Have access to a wider range of career possibilities to spark their interest and allow them to tap into job prospects that suit their talents.
 - Benefit from learning amidst more diverse groups of students. (These new Lab School learning communities offer that benefit to both the high school students and the traditional college students.)

- e. **Expected teacher learning and professional development benefits (2-3 paragraphs maximum):** Faculty at the college and high school levels will interact with a focus on acquiring deep knowledge of students' backgrounds, learning abilities, and challenges. Faculty development that uses the expertise of the high school and the college faculty, respectively, is beneficial. Each group will teach the other about teaching and advising strategies most effective for the developmental level of the students, while providing context regarding each educational environment. This cross-pollination is an opportunity for the development of mutual understanding and respect between the institutions.

Additional professional development will be provided by outside specialists and consultants who will address particular learning disabilities, e.g. dyslexia, autism, dysgraphia; specific problem-based learning strategies, e.g. those used in medical schools; and knowledge of culturally related issues, e.g. the effects of poverty on learning. These learning opportunities will extend throughout the operation of the Lab School as new challenges arise or new resources become available.

- f. **Content areas addressed:** Students may choose from the following career pathways. No matter the pathway, the inquiry approach within each will prepare students with skills that all employers deem important: critical thinking, collaboration, organization, and effective communication strategies. A custom-designed core course for Lab School participants is optionally available at the entry-level as is the research capstone at the end of the program. If students complete both the introduction course and the research capstone as part of their pathway, they will be eligible for a small Roanoke College scholarship.

Core Courses:

The Science of Knowledge
Research Project Capstone

Education and Global Studies Career Pathway*

Roanoke College and Virginia Western Community College wish to collaborate with Salem High School in addressing the teacher shortage, by offering a pathway specific to prospective teachers. Students in the lab school could take VWCC general studies and Roanoke education courses, giving them a head start on a degree in Education.

- EDUC 210 Principles of Education
- EDUC 240 Education Technology
- EDUC 250 Teaching and Learning
- CLST 231 Language and Literacy
- CLST 241 - Mathematical Concepts
- INQ 260 Social Science Reasoning
- ECON 120 Introduction to Economics
- ECON 121 Microeconomics
- ECON 122 Macroeconomics
- GEOG 140 Urban Geography
- POLI 111 Issues in Global Politics
- SOCI 101 Introduction to Sociology
- PSYC 101 Introduction to Psychology
- PHST 201 Introduction to Public Health Studies
- Languages 101, 102 (French, Spanish, Italian, Japanese, Chinese, Russian)

Example of inquiry:

- How can we improve student access to advanced coursework in under-staffed public schools, for example, in rural areas?
- How do local education challenges compare to those across the state, the country, and the world?

Potential Career Pathways:

Educator (i.e. teacher, museum education, health education, community education), Education Research, Local/State/Federal Government, Law, Instructional Design

Science, Engineering, Technology Career Pathway:

- ENST 103 - Introduction to Environment and Culture
- ENST 105 - Introduction to Environment and Society
- ENSC 101 - Environmental Science
- INQ 240 - Statistical Reasoning
- INQ 241 - Mathematical Reasoning
- INQ 250 - Scientific Reasoning I (Lab)
- INQ 251 - Scientific Reasoning II (non-lab)

- CPSC 120 – Programming
- DATA 170 – Exploring Data
- DGTL 112 - Introduction to Database Applications (.5 units)
- DGTL 121 - Introduction to Coding (.5 units)
- PHST 201 Introduction to Public Health Studies

Example of inquiry:

- What are the various impacts of a human disaster, such as a train derailment carrying hazardous materials?
- How do we protect our citizens, water, and air quality after such an incident?
- How do we prepare for containment of these potential disasters?
- What preventative measures can be taken by business, governments, and citizens?

Potential Career Pathways:

Environmental Engineering, Civil Engineering, Environmental Science, government roles (e.g. FEMA, DEQ), Community Leadership, Landscape Architecture

Communication and Civic Leadership Career Pathway

- COMM 101 Introduction to Communication Studies
- INQ 110 Intellectual Inquiry
- INQ 120 Living an Examined Life
- INQ 270 Human Heritage I
- INQ 271 Human Heritage II
- POLI 112 Issues in American politics
- PEAC 201 Introduction to Peace and Justice Studies
- Languages 101, 102 (French, Spanish, Italian, Japanese, Chinese, Russian)
- RELG 130 Living Religions of the World
- HIST 200 United States History
- HIST 209 Introduction to Digital History

Example of inquiry:

- How can local communities identify and match areas of need to current and future resources?
- How can local businesses and governments consistently involve young people (12-18) in strategic roles?

Potential Career Pathways:

Grant Writer, Community Leadership, Civil Engineering, Urban Planning, Non-profit Leadership, Journalism, Project Management

Additional courses and pathways may be added in development of the grant.

2. GOAL

State the overall proposed goal for the Lab School:

The overall goal of the Laboratory School at Roanoke College is to provide at-risk high school students with an inquiry-based, career-focused, academically challenging program that allows them to engage in innovative, collaborative instruction. The school will offer dual enrollment credits to these students and accelerate their path towards career readiness and real-world preparation. Through the thematic collection of courses on a path students choose for themselves, the introduction to the Lab School, the capstone, and the community-based context of the program, students will investigate contemporary and relevant issues from thematic perspectives and apply learning to work in the community with civic engagement partners. One additional outcome is to expose students to college life and learning, and to increase their confidence that higher education is possible and that they can succeed in college-level courses.

3. TIMELINE

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

Timeline	Deliverables/Benchmarks
July 1, 2023	Planning begins MOU drafted between school district and college Visits to other Lab Schools scheduled for early fall 2023
August 15, 2023	Host first interest session with Salem City School parents/students/teachers
September 15, 2023	Begin recruiting Advisory Board members for Lab School
October 1, 2023	Courses offering list drafted Transportation plan drafted College student opportunities drafted College research and service-learning opportunities drafted Focus groups with prospective students and local industry leaders Application to SACS for dual enrollment accreditation submitted
November 1, 2023	Participating faculty recruited Registration for classes for fall 2024 at Salem High School
January 1, 2024	Faculty training held Course offerings list finalized College student opportunities finalized College research opportunities finalized Advisory Board meeting Work with VWCC to create UCGS (uniform certificate of general studies) and Education pathways from Salem to VWCC to RC.
February 1, 2024	List of potential donors/funders identified for Advancement team
April 1, 2024	Application to Virginia Department of Education to launch Lab School in Aug 2024 Progress report on deliverables/benchmarks Faculty training continued

	Second interest session with Salem City School parents/students held Recruitment/enrollment of Fall 2024 Lab School students completed
June 30, 2024	Approval for Lab School attained from VA Department of Education Announcements to Roanoke Valley community about Lab School
August 30, 2024	Launch of Laboratory School at Roanoke College

F. STUDENT POPULATION AND RELEVANT RESEARCH

1. TARGETED STUDENT POPULATION

- a. Describe the student population planned for the proposed Lab School, including the number of students, reporting group(s), and grade level(s) contemplated, and discuss why the specific student population is targeted to attend the Lab School.** The Lab School at Roanoke College will serve at-risk high school students from Salem High School, with a focus on opportunities for students from diverse backgrounds (particularly focused on the 32% students of color), economically disadvantaged families, or those with disabilities or considered special education. Salem High School (grade 9-12) has 1227 students. The student body is comprised of 68% white students, 14.5% Black, 8.39% Hispanic, 5.4% 2 or more races, 2.5% Asian. Additionally, 7.57% are monitored or receiving direct English Learner services and 17.12% students have disabilities. Of the five school districts across the Roanoke Valley (Botetourt County, Montgomery County, Roanoke County, Salem City, and Roanoke City), Salem City Schools have the second highest rate of poverty with 45.52% of enrolled students identified as economically disadvantaged. Of these five districts, Salem City is also second highest in each of the categories for percentages of non-white students (second to Roanoke City) and has the highest percentage of the five for special education students (17.12%).

As a dual enrollment offering, the courses and opportunities would be most appropriate for students in the age range approaching college (grades 9-12), with particular outreach to those who might not self-identify as college-bound. By focusing on high school students at risk of not pursuing postsecondary education opportunities, we hope to build confidence, skill sets, and academic preparedness for those students to matriculate from high school and find success in any college setting.

Over the past several years, Roanoke College and Salem City Schools have partnered to build a teacher pipeline program called BRIDGES, in order to recruit more diverse students into the Education program and to expand the diverse workforce of educators in the Roanoke Valley. Because of this existing partnership with BRIDGES, both schools are already working to identify students

who are considered at-risk, diverse, first-generation, or low-income who could benefit from this type of Lab School, particularly the Education and Global Studies pathway.

PROPOSED GRADES TO BE SERVED FOR THE FULL TERM OF THE APPROVED LAB SCHOOL CONTRACT (PLEASE CHECK ALL THAT APPLY*)			
Pre-K		Sixth Grade	
Kindergarten		Seventh Grade	
First Grade		Eighth Grade	
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 also provide this information in Section E. Program Description.

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

Salem, Virginia, population 25,380 (2020 census) is part of the Roanoke Valley in southwestern Virginia. Based on the success of the first two years of the Lab School with Salem City Schools, we hope to expand the offering to serve students in Roanoke County and Roanoke City Schools as well. With a 2023 population of 100,905, Roanoke (comprising these three school districts) is the 9th largest city in Virginia. According to the most recent American Community Survey with the US Census Bureau, the racial composition of Roanoke includes 61.47% white, 29.38% Black or African American, 4.73% noted as two or more races, 3.35% Asian, and less than 1 percent listed as Native American, Pacific Islander, or Other Race. The poverty rate for Salem City is approximately 10%, versus the general Roanoke population poverty rate of 18.1%. By starting close to Roanoke College with the Salem City High School students and offering the program for 25 students in year 1 (equivalent to 1.5% of Roanoke College's student body), we will be able to implement the offerings and services at a scale that matches the administrative and faculty load of our institution, with the hope of eventually serving other students in Roanoke who can also benefit from the Laboratory School at Roanoke College.

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 Lab School will provide inquiry-based instruction through dual-enrollment offerings for at-risk students, which include civic engagement and three different career tracks students can choose (Education/Global Studies, STEM, or Communication and Civic Leadership).

2. RELEVANT RESEARCH

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

Through inquiry, students can demonstrate integrative learning by connecting concepts and skills within a discipline, among different disciplines, and by linking classroom learning to co-curricular and/or community-based learning. Integrative learning involves more than just identifying and explaining how ideas or issues are related to each other. It also involves being able to take a concept from one area and apply it in a new context, like when a student leader utilizes concepts and skills practiced in a dialogue class to convene a student organization meeting on a difficult topic. Beyond that, integrative learning means being able to synthesize ideas and create new knowledge.

We want to deepen students' learning, and integrating and applying one's knowledge is a necessary skill in civic life and in the knowledge economy. R. Keith Sawyer, in the Handbook of Learning Sciences, argues that "In the knowledge economy . . . educated graduates need a deep conceptual understanding of complex concepts and the ability to

work with them creatively to generate new ideas . . . They need to learn integrated and usable knowledge, rather than. . . sets of compartmentalized and decontextualized facts” (2). Cognitive science tells us that “deep learning requires that learners relate new ideas and concepts to previous knowledge and experience . . . integrate their knowledge into interrelated conceptual systems . . . [and] look for patterns and underlying principles” (Sawyer 5).

Gallay, Flanagan, and Parker (2021) argue that Black and Latino students, a population generally underrepresented in college-readiness courses, will benefit even more than the general population of students from such inquiry learning as “place-based” science:

“...students can develop scientific literacy, a vocabulary relevant to their concerns, and the capacities to translate findings into civic action... the emphasis is on doing science—not alone in a lab but in collaboration with fellow citizens... By engaging in such practice, students’ ideas about the purposes of science and about their capacities to engage in it should change (p. 2).

Using local contexts to increase engagement while also tying the learning directly to a potential career path supports the region’s as well as the students’ needs. Attard, Berger, and Mackenzie (2021) extensively studied student engagement as it positively correlates with inquiry learning in the context of specific business-industry-education partnerships and found that the inquiry model facilitated “authentic learning” and helped students connect their learning to “real world” concepts (p. 4).

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 Lab School:**

In conjunction with the existing offerings of Virginia Western Community College (VWCC) and the Virginia Western Community College Academy, the Laboratory School at Roanoke College will expand dual enrollment offerings and focus specifically on students who may not already be enrolled or benefiting from college preparatory or career readiness opportunities. Currently, 208 Salem High School students receive dual enrollment through VWCC offerings taught on Salem’s campus; 8 students drive 25 minutes to receive instruction at VWCC. With Roanoke College’s close proximity (about 2 miles from Salem High School), we hope more students will be able to take advantage of dual enrollment, whether taking general education at VWCC, and/or intellectual inquiry and career pathways at Roanoke College. VWCC has offered their expertise in the development and launch of dual enrollment offerings and will consult with our faculty and administrators to ensure our offerings are differentiated from and complementary to VWCC offerings. Additionally, they will provide training to Roanoke College faculty with regard to serving high school students effectively in college settings.

Salem City School administrators, guidance counselors, and teachers will work closely with Roanoke College faculty and administrators to identify students eligible for the Lab

School, train teachers on both sides to best support the students, and coordinate transportation, credits, and services needed for the Lab School.

Roanoke College's Center for Civic Engagement, which partners with 25+ local non-profit organizations in the Roanoke Valley, will also be a key partner for the Lab School. Through this Center, the Director and a student Civic Engagement Fellow (leader/mentor) will identify appropriate service and civic engagement opportunities for the Lab School students to integrate with their inquiry-based projects and capstone courses for community-based learning. Three of the key partner organizations through this Center include Feeding Southwest Virginia (serving those with food insecurities in our region), Habitat for Humanity (a Roanoke College partner for the past 20 years), and the West End Center (offering after-school care, literacy programs, and wellness support to underserved students in Roanoke City).

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

Roanoke College and Salem City Schools (both located in Salem, VA) have agreed to partner on the planning and beginning implementation of this Lab School. Salem Schools came to Roanoke College to request help in providing college-level learning opportunities that are currently not available to as wide a student population as they would like. They saw an opportunity to have more of their students engage in inquiry-based, career-focused learning. From the beginning we have worked together to conceptualize this innovative, yet sustainable model. Grant coordinators will work with the Salem administration to discern how the Lab School can serve larger populations of students. The Salem City Administration and Roanoke College will work together on scheduling for students so that courses are readily available and accessible. Salem will provide transportation for all students to the Roanoke College campus. Faculty at Roanoke College and Salem City will work together to offer professional development for those teaching in the Lab School so that developmental needs of students are addressed.

H. SUSTAINABILITY

1. The goal of the Lab School 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. Describe the Applicant's capacity to implement a Lab School:

Roanoke College is an independent, coeducational, 4-year liberal arts college located in Southwestern Virginia. Founded in 1842, Roanoke College is the second-oldest Lutheran-founded college in America; today we welcome students of all races, creeds, nationalities, and ethnic origins. Over half (54%) of our student body originates from the Commonwealth, with approximately 18% percent of all students representing the greater Roanoke Valley region. Because the College has a strong commitment to this region, students perform numerous internships and community service activities in the Roanoke Valley. These students develop a strong sense of responsibility and commitment to the community, as evidenced by the fact that approximately 30% of Roanoke's 16,780 alumni still live and serve in the Roanoke Valley. We are committed to serving the state of Virginia and to providing access and pathways for success to students in our immediate region.

Because the Lab School integrates a small number of local students (to start) into existing Inquiry-based curriculum and programs, our current infrastructure, courses, and faculty members will be mostly sufficient for supporting the launch of the Lab School. While the planning grant will allow us to better support those particular students' needs and train our faculty to meet the instructional needs of a dual enrolled classroom, the institution will be ready to bring these local students onto our campus relatively quickly. Existing services with the Center for Learning and Teaching (tutoring, academic support, ADA accommodations) and programming and mentors through the Office of Multicultural Affairs will also enhance our capability to support the proposed Lab School population.

- 3. Identify potential affiliates, partners, and describe potential sustainable funding sources:** Roanoke College is developing several partnerships with local industries and with other institutions of higher education that will provide community-based learning opportunities and career pathway information and continue to inform the development of relevant courses in the Lab School dual-enrollment tracks.

For the STEM career pathway, the Roanoke Valley is rich in resources and careers for biotech and healthcare. Existing partnerships with Carilion Clinic (Blue Ridge Partnership for Health Science Careers), Virginia Tech Engineering, Novozymes, and research facilities in the area will provide opportunities for students to hear from visiting lecturers and speakers in their fields of interest, to move into careers in these fields. We hope to expand partnerships for the STEM pathway to include the Fralin Biomedical Research Institute at VTC, and through a pending NSF grant to expand partnerships with the region's biotech and innovation research hub. For the Education and Global Studies pathway, Roanoke College has a long-standing partnership with four regional school divisions where we place approximately 75 students per year as volunteers, interns, and student teachers. We consistently place alumni in permanent education careers in these districts. Finally, our Center for Civic Engagement is well connected to local government, 29 partnering non-profit organizations, and service-learning opportunities in the region that will tie into the Communication and Civic Leadership Pathway.

One of our growth areas for the Planning Grant will be the development of an Advisory Board for the Laboratory School. Strategically selected local business and community leaders (connected to these three career pathways) will work with us to create funding sources for the long-term operation of the Lab School as they also serve on this Advisory Board. Connecting the Lab School's goals to community needs and experiences will provide a visible pipeline for employers who will see the benefits of funding these early access programs as student alumni enter the workforce. The Lab School graduates will then become emissaries to future students reaching back into their communities to encourage others. These successes will provide the evidence necessary for private funding opportunities beyond the local sector such as large foundations interested in educational access. Finally, the Advancement team at Roanoke College is making a concerted effort over the next ten years to triple the school's endowment. While this goal will benefit the entire institution and the ability to provide more financial support for student scholarships, an additional benefit will be the expansion of endowment for programs like the Lab School. As we identify funders for the first few years of the Lab School's operations, we will also make the case to fundraise for the ultimate endowment of the Lab School so that it is not heavily dependent on annual grants or donations. An endowment would create the option of naming the Lab School.

4. Identify potential barriers to the planning process and possible ways to address them:

Considering the Lab School's focus on at-risk and underserved students, Roanoke College and Salem City Schools are working together to eliminate as many barriers for access as possible. We will work to provide transportation for students through Salem City School buses, so that participants do not need to be reliant upon family members or having their own vehicles to enroll in the Lab School. Because these students may not have previously considered themselves eligible or qualified for college-level courses, the College faculty, guidance counselors, and high school teachers recruiting for the Lab School will need to get information in front of potential students as early as possible and help counsel them towards confidence that they can manage the courses. This will be done through informational sessions throughout the fall of 2023 with Salem City High School identified students and their parents, and a specifically designed introduction to onboard them to the study habits, expectations, and resources available at the college level.

One additional barrier or challenge may be the recruitment and bandwidth of existing Roanoke College faculty to begin offering dual enrollment. Recently, with changes in institutional leadership, the College is examining its existing structure, mix of degree programs, and external partnerships to better address changing job markets, contribute to our region, and meet the needs of today's (and tomorrow's) college students. While a Lab School is an institutional priority and is supported by the full administration, faculty are also being asked to conceptualize master's level programs, new undergraduate majors, certificate and continuing education programs, and other offerings. Finding the right faculty members to partner with credentialed teachers in high school, and integrating Lab School tasks into the current workload for faculty will certainly be an area of focus for the planning grant year. Working through the Academic Dean, department chairs, and the

full faculty assembly, we will begin recruitment of Roanoke College faculty early in the year to assess where we have capacity and where we might have gaps to fill to serve the Lab School students well. We can potentially fill this gap by offering courses at Roanoke College in the Education program or across specialized content areas to further credential more Salem City teachers (high-school level educators) to be able to offer dual enrollment courses, pending approval from SACSCOC, our regional accreditor.

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 the proposed Lab School. The Planning Grant Term 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 Term must be returned by the recipient to the Department.**

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
1000 – Personal Services	<ul style="list-style-type: none"> • Summer stipends for 10 RC Faculty members for planning activities summer 2023 ($\\$4,320 \times 10 = \\$43,200$) • Civic Engagement Fellow stipends (students to coordinate service learning = $\\$1,500 \times 2 = \\$3,000$) • RC Faculty Members Salary @ 10% of academic year time for curriculum and partnership development ($\\$5,000 \times 3 = \\$15,000$) • Project Manager/Grant Writer for Lab School Application and Implementation ($\\$38,000$) • Administrative Assistant Support (8 hours/week x $\\$18/\text{hr} \times 52$ weeks = $\\$7,488$) 	\$106,688
2000 – Employee Benefits	<ul style="list-style-type: none"> • Fringe Benefits for Summer Stipend (16.5% summer fringe rate x $\\$4,320 = \\712.80×10 for RC Faculty/Staff= $\\$7,128$) • Fringe Benefits for RC Education Faculty (32.5% fringe benefit rate x RC faculty member academic year stipends of $\\$15,000 = \\$4,875$) • Fringe Benefits for Project Manager (32.5% fringe benefit rate x $\\$38,000 = \\$12,350$) 	\$24,353
3000 – Purchased/Contractual Services	<ul style="list-style-type: none"> • 3 Consultants for Lab School Training, Planning and Implementation ($\\$5,000$ for Virginia Western Community College consultant about Dual Enrollment; $\\$8,000$ for Inquiry-based Curriculum Consultant; and $\\$8,000$ for Teaching to Diverse Backgrounds Consultant = $\\$21,000$) 	\$36,000

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
	<ul style="list-style-type: none"> • 2 Guest Speakers for on-campus training at \$10,000 each (\$10,000 x 2 = \$20,000) • Research services (\$1,000) 	
4000 – Internal Services		
5000– Other Services	<ul style="list-style-type: none"> • Travel and expenses for consulting trip for 5 staff (3 RC faculty, 2 SCS Administrators) to Community Lab School, Albemarle County Schools, VA (\$5,000) • Travel and expenses for 5 to Emory & Henry Lab School, Emory & Henry College (\$4,000) • Travel and expenses for 5 to University of Chicago- the original Lab School (\$6,000) • SACS accreditation updates and submission fees (\$1,000) 	\$16,000
6000 – Materials and Supplies	<ul style="list-style-type: none"> • Assorted Lunches for Groups of 15 for Faculty/Staff training (3 group lunches at \$300 each = \$900) • Food for Parent-Student-Teacher Information Session (2 sessions at \$1,000 each = \$2,000) • Lunch for student focus group/interviews in President’s Dining Room (2 lunches at \$500 each = \$1,000) • Lunches for Advisory Board (business/industry leaders) in President’s Dining Room (2 lunches at \$600 each = \$1,200) • Transportation- Salem City School buses for Student Information Session and Student Focus Group/Interviews on RC campus 	\$9,500

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
	(\$200 for bus usage, driver, and gas x 2 = \$400) <ul style="list-style-type: none"> • Printing Materials for Faculty/Staff Workshops (3 workshops at \$400 each = \$1,200) • Printing for Parent-Student Information Sessions/recruiting materials (2 sessions at \$400 each = \$800) • Translation services for targeted ELL students/families (\$2,000) 	
Total		*\$192,541

*** 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