

# VIRGINIA DEPARTMENT OF EDUCATION

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## Planning Grant Application for a College Partnership Laboratory School

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### A. GENERAL INFORMATION

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1. **Name of Eligible Entity (Planning Grant Applicant):** University of Mary Washington
2. **Authorized Official Representative:** Timothy M. O'Donnell
3. **Name of Contact Person for Application:** Rebecca Towery
4. **Telephone:** 540-658-6000
5. **Email:** toweryrl@staffordschools.net
6. **Office Telephone Number:** 540-658-6723
7. **Date of Submission:** October 12, 2022
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](mailto:labschools@doe.virginia.gov) by email. The Department may return or reject proposals that are incomplete.
14. Please contact [labschools@doe.virginia.gov](mailto:labschools@doe.virginia.gov) by email if there are any questions about the application process.

## B. DEFINITIONS

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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](#).

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## D. REGIONAL AND APPLICANT DIVERSITY

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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 Proposed Name(s) of Lab School:

*Academy of Technology and Innovation at the University of Mary Washington (ATI-UMW)*

3. Identify Proposed Physical Location(s) of Lab School:

The University of Mary Washington and Stafford County Public Schools would locate the lab school at the University of Mary Washington's Stafford Campus, a currently underutilized complex that could be converted for this purpose. The campus also provides a fairly centralized location for a lab school that will seek to serve students from five school divisions.

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## E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE

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1. **PROGRAM DESCRIPTION**

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

The University of Mary Washington's College of Education and Stafford County Public Schools plan to develop a regional lab school focused on combining an emphasis on computer and data science fields with innovative, interdisciplinary teaching practices and learning experiences. Pedagogically, the program will adopt project-based, authentic learning approaches, and field experiences will be leveraged whenever possible to ensure students are working on real world problems and actively applying their learning whenever possible. This approach will ensure students are able to witness and experience the application of computer science and technology across all content areas and economic industries through work-based learning experiences.

The lab school's instructional model will be supported by a pervasive culture of professional development centered on preparing students for college, career opportunities, and the teaching profession. Guided by the professional development school (PDS) model, the joint effort will operate similar to a teaching hospital. Working together, Stafford Schools and UMW will leverage the allocation of shared resources and expertise to achieve common goals. UMW will leverage all three of its colleges to support the efforts of the lab school, providing content experts from the College of Arts and Sciences and the College of Business to consult on the development of curricular resources and field experiences in partnership with the College of Education and Stafford County Public Schools.

The planning team's authentic innovation will occur through building and leveraging a robust team of experts across sectors to help students better understand how their career interests will align with their growing skill sets in computer science and technology. Close partnerships with local businesses and the Economic Development Authority will assist the lab school in the design of quality internship and mentoring programs to ensure students are building the durable skills necessary for successful careers as technology continues to evolve (Virginia Learns, 2022). Through quality professional development, robust content, skill, and workplace readiness experiences, and teacher preparation, this lab school will positively impact the entire Fredericksburg region.

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

The program seeks to provide a regional hub to pilot and refine innovative pedagogical approaches, grounded in research for the entire Fredericksburg region. Like many areas, the Fredericksburg area is wrestling with helping students recover from the impacts of the COVID-19 pandemic, both in terms of academics and mental health. Additionally, the Fredericksburg region represents an increasingly diverse area, both ethnically, racially, and socio-economically. Utilizing a lottery approach to admission, will ensure that

students who would be considered ‘at-risk’ due to any combination of factors have just as much opportunity to participate in the lab school as those students with tremendous levels of social and cultural capital or other advantages.

Simultaneously the lab school will focus on preparing students for college and technology sector careers. As a whole, comprehensive high schools have operated for over 150 years in a similar fashion based on outdated factory models of education (Tyack and Cuban, 1995). This lab school would provide a test-bed for innovative pedagogical approaches that could ultimately be dispersed out to the rest of the region to spur broader innovation efforts across Fredericksburg's PK-16 sector through its alignment with UMW’s educator preparation program (EPP).

- 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*):

In terms of secondary instructional delivery, the cross-sector planning team will explore and consider instructional and programmatic approaches that could include:

- Extended school years that could provide additional learning opportunities;
- Innovative instructional approaches including leveraging technology to build student agency, independence, and self-advocacy skills;
- Interdisciplinary approaches to instruction;
- Work-based learning opportunities;
- Dual enrollment opportunities;
- Use of authentic problems of practice and project-based instruction; and
- Utilization of performance assessments.

Regardless of the final combination of innovative pedagogical approaches adopted in the final lab school model, the planning team is committed to ensure that students will have a learning experience grounded in experiential learning where core content is incorporated and taught across content areas. This will ensure students are readily able to experience the application of content reinforcing and providing value to their learning experience.

Simultaneously, College of Education (COE) faculty, staff, and students will engage in teaching and research explicitly relevant to students and teachers within the lab school environment using innovative field experiences, collaborative research design, and service learning approaches. The COE’s intention is to help develop a demonstration site for modeling innovative and exemplary teaching and teacher preparation practices. Using the professional development school model (PDS) akin to the teaching hospital, our aim is to engage in teacher development within a school focused on improved student learning, joint engagement in teacher education, collaborative professional development, and contextualized inquiry. Working in ATI-UMW, COE students will develop and

practice the knowledge and skills needed as secondary teachers alongside COE faculty providing targeted professional development, and engage in contextualized research. In addition to building foundational capacity for computer and data science fields, ATI-UMW will provide a powerful context for exemplary teacher preparation in Virginia.

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

We anticipate that this programmatic model will support learning outcomes for both secondary and tertiary students by finding innovative approaches to support both categories of students. On the K-12 side, the combination of authentic learning experiences, high academic expectations, and balanced assessment approaches will ensure that students meet both academic and career measures of success upon graduation from high school. We want to design a model that will support students in having multiple options upon graduation, by ensuring they have already established a portfolio and have the opportunity to complete industry certifications if they are looking to go directly into the workforce. If students prefer to go directly into tertiary education, we also anticipate that students will have the opportunity for additional advanced coursework either through dual enrollment or advanced placement options. Adelman's (1999) research on rigorous coursework highlighted the importance of students' exposure and participation in advanced coursework as a precursor to successful completion of higher education endeavors.

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

Stafford Schools and the University of Mary Washington will work together closely in the robust development of professional learning for the region's lab school staff. The incorporation of professional learning connected with the lab school will provide consistency in philosophy, approach, and instructional practices. It will also allow the broader dissemination of quality pedagogy across the region as the pipeline of future educators is strengthened.

Through the use of the PDS model, COE Faculty will work closely with program leadership to identify areas of need for teacher learning and professional development. This can help best meet the needs of both the teachers and the school as a whole by providing targeted assistance in areas that directly impact student learning. Additionally, the model will be leveraged to ensure that educators are thoroughly prepared, both within the lab school as well as the surrounding region, in effective inquiry based and project based learning models. Dissemination of robust teaching pedagogy and development of

critical content knowledge areas for educators will be key efforts of the professional development initiatives associated with this lab school.

f. Content areas addressed:

The proposed lab school would address all core content areas through an interdisciplinary approach, while providing students heavy exposure to an array of STEM experiences and content knowledge. In addition to covering all core content and elective areas required for high school graduation, students will concentrate in either or both computer or data science electives, but will receive a strong foundation in both specialty areas to ensure they are thoroughly prepared from their robust content knowledge as well as burgeoning skill sets to contribute productively following graduation, regardless of their next steps towards military service, key technology industries, or tertiary education. Students will have the opportunity to take a variety of Advanced Placement and/or Dual Enrollment courses throughout the program as well, depending on their personal goals and desired next steps.

**2. GOAL**

State the overall proposed goal for the program:

Provide a regional, technology-focused, laboratory school for the development and implementation of innovative, rigorous instructional approaches with an emphasis on creating a test bed environment for instructional approaches and student innovation that can be leveraged across the Fredericksburg region, preparing participants for diverse careers across the computer science and technology industries.

**3. TIMELINE**

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

Fall Semester 2022	<p>October: Upon grant submission, recruitment of the executive director for the proposed lab school will commence.</p> <p>October-December: Initial stakeholder engagement and planning including representation from parents, students, educational leaders, business partners, and community organizations</p> <p>December 2022: Interview and hire lab school executive director; cross-sector advisory board creation</p>
Spring Semester 2023	<p>January 2023: Executive director begins</p> <p>January-May 2023: Organizational and infrastructure development:</p> <ul style="list-style-type: none"> <li>● MOUs development</li> <li>● Governing board creation</li> </ul>

	<ul style="list-style-type: none"> <li>● Continual and intentional engagement of advisory board</li> <li>● Budget development</li> <li>● Stakeholder input and planning</li> <li>● Further identification of business and community partners</li> <li>● Curriculum and pedagogical development</li> <li>● Technology infrastructure planning</li> <li>● Transportation and logics coordination</li> <li>● Communication and marketing plan development including partnering division student information sessions</li> <li>● Development of marketing resources/branding</li> <li>● Capital fundraising</li> <li>● Policy infrastructure development</li> <li>● Sustainability build out</li> </ul> <p>Spring 2023: Implementation grant submitted</p>
Summer 2023	<p>Curriculum development continues  Stakeholder input and planning continues  Sustainability work continues  Division and student marketing/engagement continues</p>
Fall Semester 2023	<p>August-September 2023: Final course sequence is finalized  Communication and marketing tools are created and refined  Division and student communication and marketing  Applications open for initial lab school cohort</p>
Spring Semester 2024	<p>January 2024: Post teaching and support positions needed for the first cohort of students for ATI-UMW.  February 2024: Lottery selection of the first cohort  April 2024: Hire office manager  April-May 2024: Hire teachers, professional learning, curriculum development and refinement</p>
Summer 2024	<p>May-June 2024: Educator training, and onboarding; final  July 2024: Teachers commence official work for the school</p>
Fall 2024	<p>August 2024: Lab school opens its doors with its first cohort of 100 9th grade students from across five school divisions</p>

**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):

The school division will initially start with high school students, with the possibility of adding additional grades as the program expands. Since the lab school plans to serve students from five area localities from Superintendent’s Region 3, a lottery will be used to ensure all students who are interested in the program have the opportunity to participate. To ensure maximum impact on all students in the surrounding divisions, the collaborative will plan to leverage the ‘test bed’ nature of a lab school to pilot innovative approaches with strategic intention to find ways to disseminate the most effective approaches out into each of the school divisions' additional programmatic offerings. The planning team has intentionally focused initial efforts around high school in order to provide as many students in the area the opportunity to participate as have interest in the specialty area to the extent seats are available. Given the regional nature of the design and the curricular emphasis on computer and data science the planning team agreed that high school would allow the most opportunity to the region.

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 provide this information in the education program section of the narrative.

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

The proposed lab school will serve students from five school divisions, with the possibility of expanding to additional school divisions in Region 3, based on interest, capacity, and financial sustainability. Region 3 contains both the rapidly growing exurbs surrounding Fredericksburg City, positioned midway between Washington, D.C. and Richmond Virginia, as well as heavily rural segments of the Northern Neck. The region has a burgeoning technology sector due to its proximity to Quantico and Dahlgren, as well as the need to be an active part of modernizing farming technology. At its outset,

this lab school will seek to serve the five school divisions directly connected to Fredericksburg, placing them within the closest proximity to UMW's Stafford campus where the lab school would be located.

Stafford County Public Schools, who will co-lead the initiative with UMW, represents the largest of the five school divisions with a population of over 30,000 students. One of the fastest growing school divisions in the Commonwealth, Stafford has transitioned in the last decade to a majority-minority district. Approximately 42% of students attending Stafford schools identify as white, 21% as black or African-American, 24% as Hispanic, and 8% as multiple-races. The division has a rapidly growing English Learner (EL) population with over 10% of the student body needing EL services. The division has been designated as a refugee site following the removal of US troops from Afghanistan and also in response to the current Russian invasion of Ukraine. As of 2021, approximately 30% of students attending Stafford schools were identified as economically disadvantaged.

Fredericksburg City, located directly to the South of Stafford County and the Rappahannock River, is home to UMW's main campus. Its school system serves approximately 3,600 students. Approximately 34% of the students attending Fredericksburg schools identify as black or African-American, 25% identify as white, 24% identify as Hispanic. Students identifying as Asian or two or more races each make up approximately 8% of the student body. As of 2021, approximately 45% of students were identified as economically disadvantaged. Like Stafford, Fredericksburg has seen significant growth in its EL population, with approximately 20% of the student body needing EL services.

East of Fredericksburg and Stafford, King George County Public Schools serves approximately 4,500 students. A rural school division, approximately 63% of students identify as white, 16% as black or African-American, 11% as multiple races, and 9% as Hispanic. Overarching student poverty levels are lower in King George, with approximately 25% of students identified as economically disadvantaged. The English Learner population in King George is very small, representing less than 2% of the student body.

At the southern end of the region, Caroline County also represents a highly rural segment of the state. Serving approximately 4,200 students. Close to 52 percent of the student population identify as white, 26% as black, 11% as Hispanic, and approximately 10% as two or more races. Student poverty levels in Caroline mirror those in Fredericksburg City, with 45% of the student body identified as economically disadvantaged.

Spotsylvania County represents the fifth and final school division who UMW and Stafford anticipate participating in the proposed lab school model. At approximately 24,000, Spotsylvania represents the second largest school division in the group. Like Stafford, the division has more recently shifted from a majority white to a majority minority school division, with approximately 48% of students identifying as white, 22% as Hispanic, 19% as black, and 8% as two or more races. The division's EL population also mirrors Stafford's with approximately 9% of the division's students needing EL services. Poverty levels are slightly less than Fredericksburg City and Caroline County, with approximately 43% of students identified as economically disadvantaged.

- 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 focus on computer and data science fields, exploring the intersection and distinctions across the fields through an interdisciplinary curricular approach coupled with robust, hands-on learning experiences that may take the form of project based learning, performance based assessment, and/or service learning opportunities. This direction comes from regional workforce needs and future statewide directions for lab school partnerships. The lab school will provide two different specializations that students can pursue over the course of their secondary coursework. Pedagogically, the program will adopt project-based, authentic learning approaches. UMW will leverage all three of its colleges to support the efforts of the lab school, providing content experts from the College of Arts and Sciences and the College of Business to consult on the development of curricular resources and field experiences in partnership with the College of Education and Stafford County Public Schools.

## **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:

The proposed lab school will seek to incorporate the research around authentic learning experiences and performance based assessment, coupled with robust content knowledge and skills-based learning experiences throughout the four years in the lab school environment. Barron and Darling-Hammond (2008) cite the importance of K-12 education moving beyond rote memorization, to the adoption of robust skill sets and active authentic learning experiences that will ensure students develop transferable skills in an increasingly rapidly changing job and career environment. Robust inquiry and

cooperative learning experiences do not negate the importance of providing students with a robust base of content knowledge, but they do recognize the inadequacy and barriers that convey when instruction never moves further beyond rote memorization in Bloom's taxonomy. Barron and Darling-Hamond recognize the importance of quality educators in order to realize the promise behind more robust inquiry and project based learning approaches.

Given the centrality of educators to ensuring that project based and inquiry learning techniques are effective, leveraging the lab school for both robust professional learning to ensure lab school educators are adept at the skills necessary for this type of learning approach. Equally important, will be equipping the next generation of educators in the region, to disseminate these approaches more broadly beyond the lab school. The research around professional development schools (PDS) will be critical in leveraging the lab school to provide both unique K-12 learning experiences, while simultaneously building the future educator pipeline.

A professional development school (PDS) partnership, akin to the teaching hospital, is a collaboration between a school and the teacher preparation program at an institute of higher education. The purpose of a PDS partnership is to create a learning community that is centered around providing richer clinical experiences for preservice teachers, targeted professional development for school faculty and staff, and a place where theory meets practice through the combination of well-researched pedagogy and highly developed mentorship (Doolittle et al., 2008; Klieger & Oster-Levinz, 2015). The integration of educational professionals from the university and school district level allows for the ability to conduct active research to promote educational reform (Yahnke & Shroyer, 2014).

The impact of PDS partnerships on preservice teachers, in-service teachers, and students is well documented in the research. With respect to preservice teachers, those completing clinical experiences in a PDS environment outperformed their non-PDS peers on clinical evaluations in multiple areas including instruction and classroom management (Castle et al., 2006). In-service teachers benefit from the PDS environment by gaining confidence in their abilities to integrate new content or teaching methods. Nesmith and Cooper (2019) explored the impact participation in targeted Science, Technology, Engineering, and Mathematics (STEM) professional development had on elementary school in-service teachers and identified that participation led to a significant positive increase in engineering integration efficacy. The impacts of learning in a PDS environment can be seen through gains in student achievement. Castle et al. (2008) evaluated the impact of the PDS environment on the learning of elementary school students and found that students in a PDS setting were more likely to move from an intervention level to a proficient level or mastery level on state assessments than students in a non-PDS

environment. Evidence suggests that PDS partnerships make a positive impact on student learning.

## **G. COLLABORATION AND STAKEHOLDER INVOLVEMENT**

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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:

One of the first steps the grant planning team will take will be to commence the creation of a cross-sector advisory group as well as a governance board to oversee day to day operations of the lab school. The advisory group will ensure that various stakeholders have the ability to provide input in the design and implementation of ATI-UMW, while the governance board will be the decisions making body. The participating school divisions will each have voting membership for the governance board in order to ensure that each school division has its perspectives represented in the final design of the lab school as well as future decisions and direction.

The lab school plans to leverage the full resources of the region ensuring that students are applying knowledge to real world problems in the area, and partnering with Dahlgren, Quantico, local cybersecurity businesses, and local governments to gain exposure to different fields, disciplines, and job opportunities for the STEM skills they are developing. In addition, these community partnerships will help connect students with mentors in the community, and offer them a better understanding of future career possibilities. Once hired, the executive director of ATI-UMW will strategically engage stakeholders including parents, students, community-based organizations, business partners, staff from partnering school division's leadership teams, and educators in the planning and implementation process.

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

The University of Mary Washington and Stafford County Public Schools intend to partner on this project in order to maximize resources, as well as organizational strengths, to best serve students across the five school divisions surrounding the City of Fredericksburg. This partnership arose after expressions of interest from Stafford County Schools and senior leadership at the University of Mary Washington led to several meetings with administrators. The College of Education and Stafford County Public Schools plan to work closely to build a demonstration site for innovative,

interdisciplinary teaching practices guided by a pervasive culture of professional development focused on preparing students for college and careers focused in computer and data science. College of Education faculty, staff, and students will engage in teaching and research explicitly relevant to students and teachers within the lab school environment using innovative field experiences, collaborative research design, and service learning approaches. The other two colleges at the University will explore the possibility of support through content area experts in the fields of data and computer science as well as possible field experiences across various sectors, to assist students in understanding the applicability of computer and data science across both traditional STEM fields as well as how it applies to liberal, fine, and performing arts and humanities.

## **H. SUSTAINABILITY**

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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:

Stafford County Public Schools, in collaboration and partnership with University of Mary Washington and partnering school divisions possess the capacity, experience, and desire to sustain the regional lab school initiative and will formalize the partnership with memorandums of understanding outlining the obligations and responsibilities of the university and each partnering school division, including financial, governance, and recruitment components. A joint-operated school with a board composed of one member of the school board of each partnering division along with the school division superintendent and a representative of University of Mary Washington will be formed as a part of the planning process. It is anticipated that school division partners will identify their capacity to earmark funding for a specific number of annual student seats and begin budgeting for future tuition payments to the joint-operated school.

UMW has agreed to provide the UMW-Stafford Campus North Building at a low annual maintenance cost which will assist in minimizing student tuition costs for partnering school divisions, an essential component to ensure long-term sustainability. This building will require minimal enhancements in order to pivot to the K-12 sector, and will provide sufficient space for the program to grow over time, with an estimated program capacity of approximately 400 students.

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

Partners will include the University of Mary Washington, particularly the College of Education, but with insight and expertise from all three colleges informing the lab school's direction. The five school divisions surrounding UMW's main campus in Fredericksburg are expected to participate with Stafford County Public Schools joining UMW in planning and executing the program. Other participating school divisions will include Caroline County Public Schools, Fredericksburg City Public Schools, and King George County Public Schools, and Spotsylvania County Public Schools. Depending on program capacity and regional interest, the lab school may be able to be expanded to additional school divisions in Region 3. If the planning team determines that dual enrollment will be a key component of the lab school design, Germanna Community College will be an integral part of the overarching design.

In order to build a program directly connected to regional needs and authentic learning experiences, the division plans to partner with local industries and community organizations. Each locality's Economic Development Authority, as well as the broader George Washington Regional Commission and Chamber of Commerce will be consulted throughout the program's development to ensure the lab school stays connected to local businesses and industries. These will include companies such as: Amazon, DHL, local cybersecurity firms, and government agencies specializing in computer science related fields such as Dahlgren and Quantico. Finally, UMW and Stafford Schools plan to participate in a computer science focused lab school network, founded by CodeVA, to provide further opportunities for collaboration and mutual support.

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

Like any grant pursued as a partnership in the education sector, there are natural capacity constraints that can become potential barriers if not addressed with intentionality. This is the rationale behind leveraging the planning grant primarily on building cross-sector capacity through staffing. Dedicated personnel will assist in building capacity, but ultimately this project will require dedication and commitment from all stakeholders in order to be successful. Additionally, like any regionally organized entity, the governing board and advisory group will have to contend with the potential for conflicts of interests or individual organizational interests running counter or in competition with the lab school.

To counter both possibilities, UMW and Stafford County Public Schools seek to have a strong advisory council as well as a governing board. Including representatives from all five participating school divisions, as well as representation from UMW, the governing

board will help provide clear direction and will be a key decision making body, monitoring capacity, commitments, and design. The presence of multiple stakeholders on the governance board will help ensure the lab school stays aligned to regional needs and career demands, helping prevent potential areas of conflict.

Additionally, the lab school plans to have a cross-sector dedicated advisory council to provide input to the design, instructional delivery, and alignment with the career sector. This group will have representatives from higher education, K-12 education, local industry, and economic development authorities. The advisory team will help ensure that the lab school's design is intentional, aligned with local economic needs, and effectively meeting the needs of all students. As the lab school becomes more established, the advisory will help ensure that ATI-UMW stays relevant over time, maintaining effective pedagogy, and avoiding stagnation.

For both of these groups, the planning team fully recognizes the importance of establishing shared values and decision making protocols.

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

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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
<b>1000 – Personal Services</b>	Executive Director Salary	\$130,000
<b>2000 – Employee Benefits</b>	Executive Director Benefits	\$40,000
<b>3000 – Purchased/Contractual Services</b>	Branding Services	\$10,000
<b>4000 – Internal Services</b>		
<b>5000 – Other Services</b>	Adjunct support to reduce course load to UMW faculty	\$20,000
<b>6000 – Materials and Supplies</b>		
<b>Total</b>		*

**\* 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.

The vast majority of the funding received from the planning grant will go directly towards hiring personnel to support the planning, hiring, and infrastructure development associated with building out an effective, innovative, and sustainable lab school. UMW and Stafford County Public Schools are committed to ensuring that the developed lab school will have the capacity and infrastructure in place to positively impact both the K-12 and tertiary education sectors for decades to come. To ensure the program’s success, the planning grant funds will be utilized to ensure that a dedicated Executive Director can be hired and provided unencumbered time and resources to support the development and launch of ATI-UMW.

Remaining funding will be allocated to support ensuring a reduction in course load for key UMW personnel from the EPP sector to assist with building out the lab school. Any cost savings from the Executive Director position can be reallocated to support other development efforts.

## 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.	<b>30</b>
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.	<b>20</b>
Sustainability	Evidence of institutional commitment to the viability of a Lab School in a manner that promotes quality, innovation, program results, and sustainability.	<b>20</b>
Collaboration	Evidence of engagement and collaboration with stakeholders, including local school divisions, community-based organizations, employers, teachers and parents.	<b>15</b>
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.	<b>15</b>