



SOUTHSIDE VIRGINIA COMMUNITY COLLEGE

May 23, 2023

Dr. Lisa Coons
State Superintendent of Public Education
PO BOX 2120
Richmond VA 23218

Dear Dr. Coons,

It gives us great pleasure to submit these documents for your review. We are including our original application, our responses to the subject matter review team, and letters of support from various stakeholders in our community. We are particularly excited about this lab school proposal as it is designed to uplift students with barriers and challenges and prepare them for careers earning life sustaining wages right out of high school. The school will employ a supportive cohort model and strategic method of instruction leading to higher grades and the qualification of technical dual enrollment credentials offered by Southside Virginia Community College.

The college has a longstanding and positive relationship with Mecklenburg County Public Schools. We look forward to the creation of this opportunity and the positive impact it will have on our community. We stand ready to answer any questions or provide additional details.

With gratitude,

Dr. Chad Patton
Dean of Career and Occupational Technology
Southside Virginia Community College
109 Campus Drive, Alberta VA 23821

Christanna Campus 109 Campus Drive, Alberta, VA 23821434-949-1000

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Southside Virginia Education Center..... 1300 Greensville County Circle, Emporia, VA 23847 434-634-9358
Southern Virginia Higher Education Center .. 820 Bruce Street, South Boston, VA 24592 434-572-5451
Estes Community Center 316 N. Main Street, Chase City, VA 23924 434-372-0194

Lake Country Advanced Knowledge Center... 118 E. Danville Road, South Hill, VA 23970..... 434-955-2252
Occupational Technical Center Pickett Park, 1041 W. 10th Street, Blackstone, VA 23824 .. 434-292-3101
Cumberland County Community Center 1874 Anderson Highway, Cumberland, VA 23040..... 804-492-9275



Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022

School Name: Southside Virginia Community College
Date of Submission to Virginia Board of Education: 4/10/2023
Name of Authorized Official: Dr. Chad Patton **Date:** 4/10/2023
Signature of Authorized Official: *Chad Patton* **Date:** 4/10/2023

Instructions

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education's website at the following link: http://www.doe.virginia.gov/instruction/laboratory_schools/index.shtml.

Please complete the cover page and insert the name of the college partnership laboratory school into the footer before completing the application. Each gray section in the document must contain a response.

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

Note: The *Virginia Freedom of Information Act* (FOIA), § [2.2-3700](#) et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

Part A: Applicant Information

School Information

School Name: Southside Virginia Community College

Does the applicant presently have access to a facility suitable for a school? Yes No

The Southern Virginia Career Academy (SVCA) will be located at the current Mecklenburg County High School (MCHS) complex, in conjunction with Southside Virginia Community College (SVCC).

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

School Location (City/Town and Zip Code): Baskerville, VA 23915

Is the applicant 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 related to the Tuition Assistance Grant Program? Yes

Proposed Opening Date (Date should be at least twelve (12) months from the date of this application.): **July 1, 2023**
(January 2024 for first cohort)

Grades to be Served for the Full Term of the Contract (Please Check All That Apply)*			
Pre-K	<input type="checkbox"/>	Sixth Grade	<input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	Seventh Grade	<input type="checkbox"/>
First Grade	<input type="checkbox"/>	Eighth Grade	<input checked="" type="checkbox"/>
Second Grade	<input type="checkbox"/>	Ninth Grade	<input checked="" type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	<input checked="" type="checkbox"/>
Fourth Grade	<input type="checkbox"/>	Eleventh Grade	<input checked="" type="checkbox"/>
Fifth Grade	<input type="checkbox"/>	Twelfth Grade	<input checked="" type="checkbox"/>

*If the college partnership laboratory school intends to add or change grade levels at some point during the school's operation, please provide this information in the education program section of the narrative.

The lab school will focus on 8-12th grade students. However, starting in the 6th grade, students will begin career explorations and be exposed to the lab school pathways within the Mecklenburg County High School (MCHS) academies. Seventh and Eighth graders will continue to focus on exploration and exposure to career pathways in order to make informed decisions on whether to enter into the Southern Virginia Career Academy (SVCA). Mecklenburg's students entering 8th grade will be identified as candidates and will focus heavily on closing academic deficiencies and participating in summer career-related experiences. Students identified in the 8th grade as eligible (by entry criteria) and desiring to enter the lab school cohort will have the option to elect the Southern Virginia Career Academy option when scheduling for their 9th grade year. Once students have identified interest, SVCA and MCHS will provide students with schedules to accommodate the additional resources and experiences. All students entering into the Southern Virginia Career Academy will choose a pathway of Environmental Sciences, Industrial Sciences, Computer Sciences, and/or Health Sciences

If the college partnership laboratory 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), please describe the focus:

The focus of the Southern Virginia Career Academy lab school is to prepare at-risk students in Mecklenburg County Public Schools with career literacy and preparation for jobs that have been specifically identified by the GoVA Region 3 Economic Development Authority as credible and needed in the region and state. The lab school will also focus on providing pathways to the identified careers. This will begin through identifying 8th graders demonstrating academic deficiencies and are considered at-risk, yet have a desire to enter any of the four pathways identified by the lab school. Eighth grade students will be given opportunities to participate in mentoring, tutoring, blended learning classes, and summer experiences that focus on the four pathway associated careers. Selected students will become a SVCA student when they enter the 9th grade. The focus of the first semester of 9th grade will be to provide additional career exploration infused courses and academic support services. These 9th grade students will be mediated, mentored, tutored, and exposed to a variety of activities and opportunities that will decrease any ongoing academic deficits, build on career exposure, and allow students to explore the four pathways and programs of SVCA. As a cohort, students will have schedules and coursework specific to the blended learning concept and their chosen pathways in Environmental Sciences, Industrial Sciences, Computer Sciences, and/or Health Sciences. Once students have been remediated and qualify for dual enrollment programs with SVCC (ideally by the 11th grade), they will have the opportunity to enter into college level courses within the identified academies.

If the college partnership laboratory school is going to be in partnership with a local school division, please describe the partnership briefly.

SVCC and MCPS have partnered to provide enriched course opportunities to students for many years through the dual enrollment framework with programs that range from the academic degree programs to career and technical career studies certificate programs. SVCC and MCPS have an existing contract for dual enrollment services which details the nature of this partnership. The lab school will complement the existing partnership and expand availability of the programs to those who may not qualify for dual enrollment. The lab school can assist MCPS in ensuring that all MCPS students have the opportunity to graduate from high school prepared for an entry level job with industry credentials, on-the-job experience, and/or prepared for careers that require a college degree with advanced academic coursework within a given pathway.

Contact Information

Name of Individual/Organization Submitting Application: Southside Virginia Community College

Name of Contact Person for Application:

Dr. Chad Patton, Dean Southside Virginia Community College chad.patton@southside.edu (434) 955-2252 (office)	Mr. Paul Nichols, Superintendent Mecklenburg Co. Public Schools pnichols@mcpsweb.org (434) 738-6111 (office)
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Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?

Please check one of the following: Yes No

No, however, the two institutions have worked in partnership for many years and have developed an academic model that lends itself to the lab school concept.

2. If the response to the question above is “yes,” please describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Please provide information such as the name of the school, the state where it is located, years of operation, and contact information. If the school is no longer operating, please provide the reason(s) for closure:

The prior response was no, therefore, this is not applicable.

3. Please describe the relevant experience of the members of the governing board:

The governing board has been identified as SVCC administrators, MCPS administrators, and key industry leaders of the SVCC service area. Each board member and their respective organizations are named in the governance section of this application.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:	Dr. Quentin Johnson		
Title/Affiliation with the Institution of Higher Education:	President		
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Part B: Narrative

The application narrative must contain all of the elements in § [22.1-349.5](#) of the *Code of Virginia*.

- I. **Executive Summary:** Provide an executive summary that addresses the need for the college partnership laboratory school and its goals and objectives. (The suggested length is two pages.)

Mecklenburg is one of the ten counties serviced by Southside Virginia Community College. It is a rural, high poverty county that is historically an agricultural community focused primarily on growing tobacco as the core of its economy for centuries. Intensive labor manufacturing came into the area after the depression of the 1930's, and the state placed its minimum, medium, and maximum security prisons in the area in the 1960s and 1970's. This changed in the 1980's when the local farmers lost the federal tobacco subsidy due to the settlement of tobacco liability with the big tobacco companies, and the loss of the high-labor manufacturing plants with the development of the global economy. Most recently, Microsoft has changed the landscape of the local economy and community. A datacenter was constructed in Boydton Virginia in 2010. This was the beginning of a major investment from the company. Since that time, Microsoft has invested well over 2 billion dollars in the county with plans to open over 40 new data centers by 2033. As impressive as these numbers are, they are only part of the story. Along with a datacenter comes the need for welders, electricians, critical environment technicians, information communication workers, environmental conservation administrators, project managers, logistics personnel and many others. Once Microsoft established a foothold in a community, many other companies followed their lead and now maintain operations in the same localities. Mecklenburg county now has multiple, national and international companies such as Walbridge, MC Dean, Integrated Electrical Services (IES) investing in the area and looking for qualified employees. These opportunities can be categorized into three main scientific tracks; Computer Sciences, Industrial Sciences, and Environmental Sciences, however along with this type of rapid community growth, the Health Science field also rises in terms of need and student opportunity. The SVCA is designed to meet the needs of all four industry sectors.

This monumental change in the economy has created a host of new opportunities for students. Many of the positions now available do not require a college degree. Just a decade ago, in order to make a life sustaining salary, a graduate would have to go to college and most likely move out of the local area or commute to an urban location. Today, the opportunity to make double that amount as an entry level worker is within if the worker has a science background and technical skills.

Microsoft's Chief of Technology, Kevin Scott authored "Reprogramming the American Dream." Mr. Scott was born in the region, experienced a challenging climb to his current position, and has now described Microsoft's early experience in

opening the first data center within Mecklenburg County. He describes employees going into a Mecklenburg County high school and their experience asking students if they were familiar with the company and/or had interest working there. The response by students indicated the need for the SVCA. Since this time, Mr. Paul Nichols, Superintendent of Mecklenburg County Schools, and his team have worked tirelessly to develop six career academies housed within a state of the art, consolidated county high school. Similarly, SVCC has renovated labs, created a mock data center with support from Microsoft, and created three new technical programs to meet economic paradigm shifts.

While students are taking advantage of these recent developments, recent data demonstrates that the majority of the students are not of diverse races and the majority of those selecting technical and scientific pathways are traditionally male. In addition, underrepresented and at-risk students participate less, share less success when participating, and do not qualify for credit bearing opportunities offered through the SVCC and MCPS collaboration.

All of these variables have presented educational and community leaders with a challenge and an exciting opportunity. Unfortunately, many underrepresented and at-risk students have a 9th grade GPA that disqualifies them from participating in the dual enrollment program established by the community college system. This is extremely unfortunate as these students do not get to participate in experiences that may excite them and encourage their future success. The overarching goal of our program will be to move the GPA of those choosing to participate in the SVCA to a GPA higher than 2.0. By doing so the students will then qualify for existing dual enrollment career and technical programs and enter pathways to address the void identified by Mr. Scott and reinforced by Census and Virginia Employment Commission data.

The SVCA proposes to engage these at-risk students by offering the option to enter into a program specifically designed to increase their understanding of the careers now available in the region. The lab school will provide activities such as blended learning and support services beyond those currently available at Mecklenburg County Public Schools. It is very important for SVCA students to be able to see themselves in these roles and to understand the pathway to these careers is not as distant as they may think. Through the SVCA, students will meet former high school and community college students who now work within the industry sector. Through mentorship, hands-on activities related to the field and support from an advisory committee of like-minded industry leaders, their participation in the SVCA will change the course of their lives. The lives of the students' future families will adopt a new trajectory and through these changed families, the county's poor educational, employment, and economical statistics will improve and move towards the average for the state and nation.

II. Mission and Vision: State the mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population, must be included. The following components must be addressed:

1. A description of the college partnership laboratory school’s mission and vision and how it is consistent with the Virginia *Standards of Quality* (SOQ), the Virginia *Standards of Learning* (SOL), and the Virginia *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA). (See § [22.1-349.3](#) of the *Code of Virginia*.)

Southside Virginia Community College serves as a gateway to education, training, and employment opportunities by providing relevant and innovative programs responsive to the diverse communities we serve in a student-centered, inclusive learning environment.

The Southern Virginia Career Academy (SVCA) program seeks to assure participants complete their high school graduation with long-term career and educational planning and preparedness for the workforce opportunities present in Mecklenburg County. The SVCA will focus on students who enter into the 8th grade with academic deficiencies and are identified as at-risk as defined by the Virginia Board of Education and the Code of Virginia 22.1-349.1.

By engaging this population, the SVCA will achieve its mission “To offer the resources, education, and training to prepare underrepresented and at-risk students to attain life sustaining wages within computer, industrial, environmental, or health sciences careers.”

In an effort to prepare this cohort of MCPS students for their future careers, career literacy takes on a special focus in 8th grade with carefully planned career introduction blended into 8-10th grade academics. The MCPS school counseling staff are trained as certified career pathway counselors and have developed career introduction programs that integrate academic SOLs with online and artificial intelligence career preparatory technologies and interaction with local business representatives. Career literacy continues with significant career exploration and career introduction classes that further prepare them to select their long-term career/graduation plan through one of the four technical science pathways which complement the high school’s six career academies. This effort culminates with all high school students being placed in one of the six initial career academies in the high school, all of which have at least one dual enrollment program option. With the added option of the SVCA, students not qualifying for the dual enrollment opportunities will be given academic support and resources designed to raise their high school GPA which allows them to take advantage of the credit bearing classes, industry credentials, and the

opportunity to earn career studies certificates through SVCC’s dual enrollment programs. This clearly resonates with the Virginia Standards of Quality’s fundamental goal to “enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential” (§ 22.1-253.13:1. Section A, retrieved online from: <https://law.lis.virginia.gov/vacodefull/title22.1/chapter13.2/>, March 2023).

Building upon the current foundation and offering optional programs formally not available for underrepresented and at-risk students with lower GPAs, the SVCA will not deviate from the public school system’s adherence to the Virginia SOL, and the Virginia SOA. Students will still adhere to the guidelines currently in place and governed by the Mecklenburg County School System. The program will be housed at the high school and at technical lab locations operated by SVCC. Students will travel between the two without disruption to their high school obligations and without interfering with the policies and regulations students are required to follow as students within a public school system.

The SVCA leadership team and governing board will be responsible for ensuring all regulations and policies are met and there are no infringements to the SOQs, the SOLs, or the SOAs. The membership of the board will include executive-level administrators from both SVCC and MCPS to ensure knowledge of and adherence to these regulations.

2. A description of any specific area of academic concentration.

The dual enrollment opportunities outlined in Part A have been aligned with the high school curriculum and give students the opportunity to earn college credit and industry credentials which will stack into career studies certificates, certificates and technical degrees within the Virginia Community College System.

The four science fields have been identified as a focus of the proposed SVCA based on the need for workers in the local economy according to the GoVA Region 3 economic development advisory board, along with demands for training for local jobs from local business and industry.

- The **Computer Science Academy** is focused on training to prepare students for careers that are in demand due to critical needs of computer networks and data centers, and careers related to the expansion of fiber-optic technology within the county. Currently, Mecklenburg County is the home of 9 of Microsoft’s largest cloud facilities. Current plans are to increase the number of cloud facilities to a point that would make the complex the largest in the world of any IT company

by 2033.

- Building on Mecklenburg County’s historically agricultural tradition, the **Environmental Science Academy** will focus on both traditional and developing agriculture sciences, agricultural business, and renewable land and energy technologies. The SVCA will have the benefit of over 70 acres of farmland, 2 greenhouses, 2 ponds, a high-tunnel, and hydroponic technology. Microsoft has a corporate focus on environmental sustainability and plans to invest both resources and funding in this sector within Mecklenburg County borders. Other business partners offering support and hiring those competent in this sector include local farms, wineries, restaurants, and agriculture co-ops. Also contained in this sector will be a strong renewable energy effort that will include but is not limited to solar, wind, and geothermal. Industry partners in this section include Dominion Energy of Virginia and TRANE Technologies.
- The **Health Sciences Academy** introduces students to medical career opportunities as well as other areas related to the human care and social sciences. The local MCV/VCU hospital has demonstrated external investment in the region as it prepares for population growth based on the increased economic opportunities and developing IT infrastructure. Students entering this pathway may take advantage of dual enrollment opportunities offered by the Estes center in Chase City which houses the college’s nursing simulation and EMS labs. Other labs present at the center offering career pathways include Cosmetology, Phlebotomy, and Massage Therapy.
- The **Industrial Sciences Academy** includes those technologies employed by the automotive and manufacturing industry. Automotive Technology, both residential and industrial electricity, HVACR, CAD, Mechatronics, and Welding are disciplines contained within this academy. Every manufacturing entity in the college’s service area has expressed a need for employees in this sector. In addition, the new companies such as MC Dean and IES have made the promise that all graduates of the Lab School who continue through the programs in this sector will be interviewed for employment.

3. The college partnership laboratory school’s core philosophy.

Southside Virginia Community College serves as a gateway to education, training, and employment opportunities by providing relevant and innovative programs responsive to the diverse communities we serve in a student-centered, inclusive learning environment.

Building upon SVCC's mission, the Southern Virginia Career Academy believes that MCPS students should have the opportunity to engage with career exploration and workforce development before they leave high school in an effort to combat their socio-economic disadvantages. All too often, life circumstances produce barriers that many at-risk students find insurmountable after leaving high school. By engaging students early and giving them the option to participate in the SVCA, underrepresented and at-risk students who have not been eligible to participate in dual enrollment programs due to low performance will now have access to resources and experiences to help elevate their success. By introducing the SVCA to students in their 8th grade year, sufficient time will remain to increase their high school GPA to 2.0 or higher before qualifying for dual enrollment programs in their 10th grade year.

4. Information about the college partnership laboratory school's targeted student population.

SVCA's targeted population are those students who have an interest in one of the four identified scientific sectors, a GPA of 1.5 to 1.99, and who also demonstrate one or more of the following criteria:

- are in Foster Care
- are from a single parent home
- who would be a first generation college student
- who would be a non-traditional employee in one of the scientific sectors
- who would be underrepresented in one of the scientific sectors

Once the list of students meeting these criteria is developed, the students and their families will be made aware of the SVCA opportunity. The students and their parent/guardian must fill out an application for admittance.

III. *Educational Program:* State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed the SOL. The following components must be addressed:

1. A description of the college partnership laboratory school's academic program and how it is aligned with state standards.

The Southern Virginia Career Academy lab school is aligned with Virginia's state standards as determined by the VCCS. The Virginia statute §23.1-2901 in the Code of Virginia names the State Board for Community Colleges (SBCC) as the governing board of the Virginia Community College System (VCCS). As an entity of SVCC, this lab school will be governed by the standards set forth by the VCCS accordingly. The VDOE standards will be considered minimum expectations and students will be encouraged to obtain college credits in an academic program or career and technical program, and students will be held accountable for minimal standards by the Mecklenburg County Public School System (MCPS). The goal, however, is to have all lab school students move beyond minimum high school graduation standards to accept the challenge of success in earning appropriate college credits and/or industrial credentials and demonstrate successful employment skills through internships, apprenticeships, or on-the-job workforce experiences.

2. An overview of the curriculum and teaching methods to be used at the college partnership laboratory school and a description of the learning environment and instructional strategies to be used at the college partnership laboratory school, including scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring.

Students will be introduced to a variety of careers within SVCA's four areas of focus. With the support of business and industry partners, the SVCA curriculum will contain career connections early in the process. Beginning in the 8th grade, SVCA students will have access to industry mentors determined by the sector students select. Once a student chooses an academy he or she will have the opportunity for evening, weekend, and summer enrichment opportunities beginning in the 8th grade and continuing throughout their time as a SVCA student. The activities will enhance the students' understanding of the careers available to them. In addition, the sessions, conferences, demonstrations and camps will provide supplemental education designed to highlight and teach math and technical skills employed in the career. Whenever possible, underrepresented employees from companies in each sector will lead the events. The main purposes of these initial enrichment activities are to increase potential participant eligibility, enrollment and retention in SVCA, and enrollment in the dual enrollment programs at SVCC. This will result in more students entering and succeeding in career oriented programs, earning industry recognized credentials, and entering the local workforce within the identified sectors. These activities will combat aspects that undermine student readiness as identified by David Conley in his Rethinking College Readiness article (2007). This deficit-recovery approach will work to overcome apparent and latent barriers for at-risk students such as a lack of highly technical and engaging high school programs, limited family experience with higher education, and low student aspirations.

This initial spark will allow SVCA students to begin their journey without interfering with SOLs and foundational coursework in the 8th and 9th grades. Students will raise their GPAs to a 2.0 due to participation in these monthly enrichment programs, free tutoring provided by the SVCA, and intensive counseling and support services offered by SVCA staff. Supporting students' transition from middle school into high school where they will first begin establishing a GPA is one of the primary goals of this phase of the academy. It will include services such as administering a personalized incoming assessment (i.e. Individual Development Plan), attending to learning and development, and being responsive to differences in backgrounds, abilities, and goals of diverse students (Barefoot et al., 2005; Upcraft & Gardner, 1989; Upcraft, Gardner, & Barefoot, 2005). In addition, the first phase of the SVCA program includes elements for

monitoring and providing support for students who may be struggling in their high school classes (Hankin & Gardner, 1996).

During the 9th grade students will begin the AVID program. To encourage student participation in the program, one credit of college coursework will be awarded to those who successfully complete the program and have brought their high school GPA to a 2.0 or higher by the 10th grade. This will allow SVCA students to begin taking dual enrollment tracks within the identified science sectors beginning in the 10th grade. The SVCA will offer AVID in one block beginning the second semester of the ninth grade.

AVID stands for Advancement Via Individual Determination. It is currently in operation in thousands of schools worldwide and serves over two million students. The AVID approach pulls students together and supports them throughout their other classes. The tutoring and support offered by the program will encourage SVCA students to consider the future and give them the tools and resources needed to succeed during their first steps of high school. By doing so, the cohort will be able to enter dual enrollment opportunities earlier than the average student.

The AVID program has been scientifically proven to make a significant impact on at-risk students, first generation college students, and those lacking familial support. In an evaluation of the program within public schools in Virginia Beach, it was determined that students in the AVID program outperformed a control group of students. In fact, the AVID students took and passed higher level high school and AP classes at a higher rate. The AVID group also demonstrated better attendance. Use of the program nearly doubled the rate of students who took and completed at least one dual credit course during the 2014/2015 school year. By committing one block of coursework to the AVID students' schedule, the school created a sense of community that positively affected student motivation. Student respondents emphasized that their participation in AVID had given them a sense of "belonging," "friendship," and "family". Perhaps most importantly, students reported increases in self-esteem and confidence that they can enter and succeed in college courses (Court & Janicki, 2016).

In concert with AVID, the SVCA will offer one enrichment session each month for the entire school year. During the session, employees from local industry will give an overview of their position, their company, and the opportunities available in the area. Each session will incorporate team building exercises and industry related hands-on activities. During the summer, a one week camp will be held in the SVCA. Transportation will be provided by the school system. The camp will further educate students about the opportunities in the local region through simulated work experiences, tours and field trips, and internships.

Beginning in the tenth grade, students will choose between two college bearing courses in addition to their AVID block. Students may choose a general information technology course or Technology Education And Learning in Schools (TEALS). These courses will provide a foundation in IT in general or coding. Both courses will carry college credit and transfer into any of the pathways the students self select for the final two years of their high school career. Students seeking Industrial Sciences, Agricultural Sciences, and Health Sciences will be encouraged to select the general IT course where they will learn information literacy, basic MOS skills, and IT basics. Students interested in the Computer Science field will be encouraged to take the coding curriculum contained within Microsoft's TEALS curriculum. Microsoft is committed to enhancing the program each year and supporting the teachers, volunteers, and partners who make the ability to reach and help students learn possible. With its track record of sustained progress, TEALS is now one of the most established computer science education programs in North America. Evaluations of the TEALS program found a significant increase in student confidence and self efficacy when considering computer science related careers. Additionally, students who took TEALS scored higher on standardized technology courses than those who did not according to Cision, PR News Wire (2021).

Beginning in the 11th grade, SVCA students will spend the first half of their day in one of SVCA's labs. Each student will take rigorous, college-level coursework and have the opportunity to earn industry certifications related to their chosen science field. SVCA's schedule will be 8am until 11am each school day. Students will then return to the high school for lunch and their high school courses required for graduation. Both AVID and the enrichment programs will continue for both the 11th and 12th grades.

The end result will be the creation of a cohort of students who will choose to enter a curriculum lasting their entire high school career. The students will form lasting bonds with teachers and mentors and be required to take challenging but engaging courses to prepare them for a career in one of the four science sectors. Often, high school students only need the opportunity to do something they see as meaningful and relevant to their selected occupation in order to participate fully in their coursework. The SVCA does both by establishing a supportive group and offering exciting extracurricular activities and challenges.

3. A plan for using internal and external assessments to measure and report student progress in accordance with the SOL.

All SVCA participants will receive their core K12 instruction from the Mecklenburg County Public School System and will be held to the same

graduation requirements as their peers. Thus, reports of student progress will be reported to the VA Department of Education by the Mecklenburg County Public School System (in partnership with the SVCA administrative support staff).

The SVCA coursework and programming will be rigorously evaluated, both internally and externally, by two main methods. First, an external evaluator will be employed to help form and report both summative and formative evaluations for the first three years of the program. Second, the college level programming will utilize SVCC's program evaluation and assessment cycle. This will ensure industry input and adherence to all DOE, State Council of Higher Education for Virginia, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and Virginia Community College System (VCCS) policies.

4. A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Such plans must comply with applicable laws and regulations.

The SVCA will have access to all of the student services offered by SVCC. The college follows the VCCS policies for providing educational services. The Office of Disability Services (ODS) is the SVCC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the College. However, since all lab school students are also served by Mecklenburg County Public Schools, they are also evaluated and served according to guidelines by all applicable laws and regulations through MCPS. Students with 504 Plans or I.E.P.'s will receive special career counseling and job preparatory opportunities as outlined in their Individual Education Plans through MCPS. MCPS's Local Plan for the Education of the Gifted shall be referenced and followed to ensure compliance with the Code of Virginia and VDOE standards.

5. An explanation of the procedures for corrective actions needed in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. (See [Part VIII of the SOA.](#))

All SVCA students will adhere to both MCPS' and SVCC's Code of Conduct. If a student violates this code, the student's counselor and AVID faculty member will be notified. All policies outlined in the Standards of Accreditation apply to all public school students, including the SVCA participants. Procedures and corrective actions will be the responsibility of MCPS in accordance with the memorandum of understanding.

6. Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (See § [22.1-253.13:2](#) of the *Code of Virginia*.)

Maximum class sizes for many CTE programs are outlined in state and industry guidelines to meet appropriate safety considerations. Class size for all traditional high school classrooms is capped at 25. Minimum class sizes are determined by the appropriate number of classes required to meet the needs of the students without exceeding maximum class size.

The lab school pathways have been specifically created to meet workforce demand as identified by local business and economic development research through the Go VA Region 3 Board. Therefore, recruiting takes place for students to participate in the smaller learning community that each academy represents. Recruitment will start in the eighth grade and continue throughout 11th grade.

- Eighth Grade - Early identification starts, students identify themselves as candidates through the application process, students are selected by entry criterion for ninth grade scheduling with SVCA
- Ninth Grade - Students enter into the SVCA as potential candidates, students complete the AVID career readiness course and complete the required curriculum, final acceptance into the SVCA is done in their 2nd freshman semester for 10th grade year
- Tenth Grade - Students are fully immersed into the blended/collaborative learning experiences and academy curriculum
- Eleventh Grade - Students are eligible to participate in DE pathways, or continue preparedness courses
- Twelfth Grade - Students are eligible to participate in DE pathways, or continue in preparedness courses with work based learning opportunities

7. The proposed calendar and sample daily schedule.

Beginning in the second semester of the 9th grade, SVCA students will attend one block of an AVID infused course, following MCHS's regular schedule. In 10th grade students will continue at the high school in courses aligned with the four science pathways. Once the student qualifies for the dual credit pathway, the student will be enrolled in the dual enrollment programs at both the high school and the college campuses. Students would then follow SVCC's calendar as many of the specialized labs and courses will be held off campus at one of SVCC's off campus centers. Students who do not qualify or remain qualified for dual enrollment would continue in the high school career-oriented courses. Southside Virginia Community College's calendar is available at <https://southside.edu/calendar> A copy of MCHS's bell schedule is available at <https://mcpsweb.org/?p=166518>

A description of the performance-based goals and related measurable educational objectives to be achieved by the school. (See § [22.1-253.13:1](#) B of the *Code of Virginia*.)

All credit bearing coursework within the SVCA will be regulated through the guidelines of the VCCS and SACSCOC. Courses offered at SVCC will follow the goals and objectives of the master courses offered under the VCCS. Course descriptions and objectives are determined by the VCCS master course catalog and industry credentialing accrediting agencies, and are indicated on each college course syllabus. All Career and Technical Education (CTE) classes offered by Mecklenburg County Public Schools are governed by Competency Based Education (CBE) standards set by the Virginia Department of Education. Both engage industry standards and expectations at the national, state, and local levels. The SVCA will utilize both VDOE and VCCS standards and guidelines according to the students' chosen coursework. In Addendum 1 you will find the crosswalk of the current high school identified courses to the corresponding college courses.

Addendum 1: Crosswalk of the Dual Enrollment CTE Academy programs

8. For each grade or course in the college partnership laboratory school, please provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the SOL, address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes. (See <http://www.doe.virginia.gov/testing/index.shtml> on the Department's website for more information about the SOL.)

SVCC and MCPS have partnered for students to have access to SVCC classes which are integrated into their high school academic curriculum through the dual enrollment program for over a decade. Many MCPS students have earned an associate's degree along with their high school diploma. Some of these academic classes have corresponding SOL requirements. The lab school pathway is ultimately designed to build access to current dual enrollment career and technical pathways, making the primary focus of the Southern Virginia Career Academy lab school student development and eligibility for dual enrollment, career literacy, workforce development components, direct partnerships with local businesses, and seamless processes between high school and community college for advanced industrial certifications and college coursework. While the MCPS courses and correlating SOLs will serve as a foundation for lab school participants, it is expected that the high school will continue to deliver all SOL based coursework and the lab school will focus on

career and industry related courses that enhance and supplement the high school courses using a blended learning concept.

To address the performance deficits and support their academic efforts to meet or exceed SOL requirements, participating students in grades ninth through twelfth grades will be enrolled in the AVID program and given the opportunity to participate in tutoring services.

9. A description of the school's assessment plan to obtain student performance data, which would include how these data will be used to monitor and improve achievement and how program effectiveness will be measured. The applicant must also provide benchmark data for how student achievement will be measured over a specified period of time. The applicant must address how these data will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board. The benchmark data should address targets for student improvement to be met in each year.

SVCC has an annual assessment requirement for all academic programs and a three-year program review. Included within the assessments are a review of program learning outcomes which addresses student learning outcomes of courses within the program. Each assessment addresses the need for continuous improvement. SVCC maintains student achievement data with benchmarks regarding graduation, enrollment, retention, and course completion. MCPS is a part of the Comprehensive Instructional Program (CIP), a consortium of school divisions that disaggregates SOL and other data to monitor student achievement and drives planning for student remediation and progress. Detailed information for SVCC and Mecklenburg Middle and High School is readily available upon request.

Together, with input from the SVCA board, it will be addressed as to how these data will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract renewal by the board. The benchmark data will address targets for student improvement to be met each year.

In addition, the assessment of student performance will be supported by an external evaluator employed specifically to evaluate SVCA students.

10. A description of any assessment other than the SOL that may be used to measure progress during the academic year.

Southside Virginia Community College has assessment requirements in place to monitor progress. Many industrial certification programs offer pre- and post-test prep programs that will be utilized for students as they prepare for licensure

certification. Additionally, assessments may include measures for attendance, tardiness, participation, retention, course completions, GPA, and eligibility for dual enrollment programs.

Mecklenburg County Public Schools uses benchmark testing to monitor student progress on SOL data. Mecklenburg Middle School uses the STAR (Standardized Testing and Reporting) reading and math assessment to continuously monitor student progress.

The external evaluator will work with the SVCA executive administrative team to develop an annual evaluation schedule for program effectiveness. The results of this evaluation will be reported to the board, SVCA staff, the public, and the leadership of both SVCC and MCHS.

The following components should be addressed if applicable to the college partnership laboratory school:

11. A detailed description of any alternative accreditation plan, in accordance with the SOA ([8VAC20-131-420](#)), for which the college partnership laboratory school will request approval from the Board.

There is no alternative accreditation plan. The Southern Virginia Career Academy lab school will continue to follow VDOE accreditation guidelines for Mecklenburg Middle and High School. SVCC will continue to follow SACSCOC accreditation expectations.

12. A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

While details of the nature and history of the partnership between SVCC and MCPS is detailed in the previous narrative, the purpose of this program is to have the local community college partner with the school division and business and industry to create a seamless program for students to be well prepared for career and college. To make this happen, the faculty and instructional staff will need to be immersed into professional development and collaborative efforts. Compensating these members will be addressed in the MOU with MCHS and is suggested at \$2500.00 per semester for instructor stipends for SVCA dedicated courses.

Additionally, SVCA will offer a scholarship for students completing the program. It is planned to offer \$500.00 (applicable to continued studies or related expenses). Also, successful students will be guaranteed interviews for employment with companies in their chosen field of study. Currently, TRANE Technologies, IES, MC Dean, Hitachi, and others have committed to the interviews in writing. A part of the board's objectives will be to increase these opportunities so the number and types grows and continues to increase.

13. If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

The Southern Virginia Career Academy does not plan to utilize virtual learning. Instruction may be supplemented with online resources and instructors may use an online environment to disperse and collect assignments, but it is the intention of

SVCA to have all core instruction provided in person with a focus on hands-on engagement.

IV. Governance: The following components must be addressed:

1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (See § [22.1-299.2](#) B of the *Code of Virginia*.)

The proposed governing board will consist of:

Chairman of the Board: Dr. Keith Harkins, Vice President of Academic and Workforce Programs for SVCC. Dr. Harkins or an appropriate appointee will serve in this position. Dr. Harkins has years of experience in both workforce development and higher education.

SVCC Representative: Dr. Chad Patton, Dean of Career and Occupational Technology Programs. Dr. Patton has served as an instructional leader for SVCC for over twenty years. He has led and assisted with the development of a number of new college programs for the college. Many of these programs will become SVCA pathways.

SVCC Representative: Ms. Wendy Ezell, Coordinator of Dual Enrollment Programs for SVCC. Ms. Ezell has experience in academic research, accreditation, program evaluation, dual enrollment policy, and the IT discipline. She has been a major contributor to the SVCA idea. Like Dr. Patton, she has been responsible for the creation of a number of new dual enrollment programs at SVCC, particularly those meeting the demands of the local workforce.

MCPS Representative: Mr. Paul Nichols, Superintendent of Mecklenburg County Public Schools. Mr. Nichols has been a visionary leader in the consolidation of Mecklenburg County Public high schools. He instituted career academies and laid the foundation for the current SVCA effort.

MCPS Representative: Dr. Magie Wilkerson is the principal for Mecklenburg High School. She currently oversees all high school instruction, student support, facilities and maintenance, and works closely with parents and the community. She also has experience in a variety of grant funded programs.

County Economic Development Representative: Ms. Angie Kellett, Director for Economic Development, Mecklenburg County. Ms. Kellett has a number of year's experience in economic development for the county. Most recently, she has worked with Microsoft and the other national companies who have relocated to the area. Ms. Kellett knows industry needs and also is the chair of Mecklenburg County High School's Perkins Committee.

Computer Science Industry Partner Representative: Ms. Kelly Arnold, Community Outreach Representative for Microsoft. Kelly has worked as an apprenticeship officer for SVCC where she created new pathways with

local businesses. She was then hired by Microsoft where she continued to support learning pathways at the college through grants, scholarships, funding for summer camps, and the creation and maintenance of SVCC's Center for Information Technology Excellence (CITE).

Industrial Science Industry Partner Representative: Ms. Myra Dyke, TRANE Technologies, Account Manager. Ms. Dyke has offered her expertise in the creation of two advanced technology labs for SVCC. She has assisted dual enrollment students and programs through donations of equipment and by serving on the college's Perkins's Committee.

Agricultural Science Industry Partner Representative: Mr. Sterling Wilkinson, farmer, businessman, and member of the Mecklenburg County Board of Supervisors. Our Lab School is perfectly situated in the middle of a rich agricultural community and culture. Resources in the timber industry, conservation, large and small scale food production and processing are accessible. Besides local farms, industry partners include farm bureaus, Microsoft's environmental division, and others.

Health Sciences Industry Partner: Mr. Todd Howell, VP of **Virginia Commonwealth University (VCU) Health Systems**. VCU operates a new state of the art hospital system in Mecklenburg County. The college currently partners with them to host summer camps designed to engage middle school students in hands-on, health occupation related activities to promote career education and set interested students on pathways to careers.

2. A chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, the Board, and any external organizations that will play a role in managing the school.

See Addendum 2 for a detailed chart of the school's proposed organizational structure.

3. A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart. This includes a description of the functions, roles, and duties of the governing board and its proposed composition and bylaws. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

The SVCA structure consists of the governing board, a director, administrative support, curriculum and instructional staff, career coach(es), blended learning and work-based learning staff, all of who will report directly to SVCC's Vice President of Academic and Workforce Programs. This team is responsible for carrying out the mission of the SVCA.

The governing board consists of key representatives of Southside Virginia Community College, representation from the school division, the county economic development office, and key business and industry partners. It will function as counsel to the chairperson of the board who will have responsibility for all functions of SVCA for SVCC. A draft of proposed bylaws can be found in Addendum 3. This is a draft document, and official bylaws will be determined by the governing board in the first meeting. It will be the duty of this governing board to guide the mission and efforts of the organization, overseeing the operations and providing the overall direction of the SVCA.

4. A description of the governing board's relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents, and community organizations.

The board members and support positions of the SVCA fall under the governance of SVCC due to state guidelines. The board will consist of three SVCC administrators, two MCPS administrators, an Economic Development leader from Mecklenburg County and four business and industry advisors, one from each science sector. Input from the business and industry representatives is crucially important to the success of the program, therefore representatives from each science pathway are included on the board. Additionally, each business and industry board member will also serve on the college's advisory committees for their respective discipline. This will ensure that while only one representative serves from each sector, he or she will have input and information from SVCC's discipline's advisory boards.

The SVCA director reports to the board and all SVCA support personnel report to the school director. The director will also oversee any community, parental, and student organizations associated with SVCA.

V. *Management Structure:* The following components must be addressed:

1. A staffing chart for the school’s first year and a staffing plan for the term of the contract.

The first year of SVCA will warrant the hiring of the SVCA director, a work-based learning specialist, curriculum development specialist, an at-risk student coach, and two AVID instructors. The existing staffing structure will be maintained for core instructional efforts. As offered programs expand, qualified instructors will be added. In addition to hiring new staff, high school CTE instructors teaching within the identified sciences will receive stipends for their participation in the program. See Addendum 4 for a staffing and enrollment chart.

2. Plans for recruiting and developing school leadership and staff.

The director and staff will be recruited by SVCC using the state recruitment management system. The college uses many avenues and media to announce positions and often garners applications from across the Commonwealth and beyond. The positions will also be posted on MCPS human resources pages.

3. A description of the academic/professional experience/qualifications of the college partnership laboratory school’s leadership and proposed faculty who will teach at the school.

Dr. Keith Harkins, Vice President of Southside Virginia Community College for Academic and Workforce Programs, will serve as chairman of the board. Dr. Harkins has a Ph.D. in educational leadership. He serves as a board member for GO Virginia Region 3. He is also on the board of directors for the Solar Hands-on Instructional Network of Excellence. Dr. Chad Patton also has a Ph.D. in community college leadership. He has been awarded the state’s Workforce Instructor of the Year as well as other academic awards. He has experience managing state and federal grants and is the Perkins’ community college approver for 10 county school systems in southside Virginia. Ms. Wendy Ezell coordinates seven public and private school dual enrollment programs. She has experience in accreditation compliance, program assessment and evaluation, and she is a qualified instructor of the IT discipline having taught both Governor School and regular college classes. Industry members of the SVCA board will be chosen based on relative work experience and industry qualifications. The qualifications for the director and supporting positions will be determined by the VCCS hiring policies and the SVCA governing board once established. All lab school staff will follow the college staffing guidelines, and all college faculty will continue to be credentialed based on guidelines established in Section 3 of the VCCS Policy Manual (<http://go.boarddocs.com/va/vccs/Board.nsf/goto?open&id=9RFKS275A9DA>).

4. An assurance that the applicant will meet the conditions in § [22.1-349.9](#) of the *Code of Virginia*, which states that “teachers who work in a college partnership

laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) that are applicable to teachers employed by a local school board.”

All faculty of the Southern Virginia Career Academy lab school are employees of Southside Virginia Community College or the Mecklenburg County School Board and are credentialed accordingly.

5. The school's leadership and teacher employment policies, including performance evaluation plans. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

Performance evaluations will be consistent with Southside Virginia Community College and Mecklenburg County Public School's existing practices. Faculty members of the proposed lab school will be subject to SVCC's and MCHS's policies and procedures regarding evaluations.

6. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Board licenses and endorsements. (See § [22.1-349.9](#) of the *Code of Virginia*.)

Qualifications of teachers and administrators of the proposed lab school will be consistent with Southside Virginia Community College's policies. As per SACSCOC standards, administrators' qualifications align with position descriptions and are regularly evaluated to allow feedback on performance. Faculty are qualified and evaluated based on the VCCS policies.

7. A plan to provide high-quality professional development programs (See § [22.1-253.13:5](#) of the *Code of Virginia*.)

Faculty will be able to participate in professional development through SVCC and the school division. School staff will be able to access SVCC's course resources, professional development conference opportunities, and departmental work groups. The director will participate in the Region 8 Professional Development Committee to keep abreast of available opportunities within the region. Also, Perkins funding from both the high school and college will be allocated to ensure high quality professional development opportunities are available. In addition, SVCC is currently managing a National Science Foundation grant to increase the number of underrepresented students in the IT field. A large part of this grant is geared towards providing effective professional development for instructors. SCVA staff will have access to these resources.

8. Provisions for the evaluation of staff at regular intervals.

SVCC's current evaluation procedures will be followed. Per policy, college instructors participate in annual evaluations.

9. Provisions for a human resource policy for the school that is consistent with state and federal law.

SVCC human resource policies are determined by the state Department of Human Resource Management and can be found in the VCCS Policy Manual Section 3.0, Human Resources. See VCCS Policy Manual - <https://go.boarddocs.com/va/vccs/Board.nsf/Public#>)

10. An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (See § [22.1-349.3](#) C of the *Code of Virginia*.)

SVCC and MCPS will have a memorandum of understanding that details the contractual relationship for the Southern Virginia Career Academy. It will complement the current dual enrollment contract.

Additionally, the SVCA will contract with ODU for blended learning professional development workshops and implementation practices.

11. Notification to all school employees of the terms and conditions of employment.

Staff will be subject to SVCC's existing policies and procedures. Therefore, terms and conditions of employment will be conveyed through SVCC's Human Resources department. Contractual employees will fall under the MOU terms and conditions.

12. Information and materials indicating how parents, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

Southside Virginia Community College, Mecklenburg County Public Schools, and the Southern Virginia Higher Education Center partnered to identify necessary career programs. President Johnson conducted listening tours across the service area giving the community and parents a voice in the strategic planning process that guides the college.

The public continues to be excited and engaged with the ongoing development of the high school career academy programs and the possibility of the SVCA. They have been involved in the discussions and have identified limitations that the SVCA will help overcome for full potential and opportunity to achieve these goals as one of Governor Youngkin's lab school programs. To encourage participation from the community, especially parents, the SVCA will also develop a parent/community organization that will work closely with the SVCA director.

13. Plans and timelines for student recruitment and an open enrollment process for any child who is a resident of the Commonwealth, including lottery procedures if sufficient space is unavailable. Please include a description of the lottery process

to be used to determine school enrollment on a space-available basis and a time line for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process. (See § [22.1-349.3](#) of the *Code of Virginia*.)

Recruitment will begin in the eighth grade, however Mecklenburg's students are engaged with local business partners through career introduction programs in elementary school, hands-on career exploration in middle school, and career focused academics, CTE skills, and workforce development throughout high school in a seamless community college engaged environment in order to encourage participation.

Once students have reached the spring term of their eighth grade year, students and their parents will decide which career academy program they want to be identified with when they transition to high school. It is also the spring of the eighth grade year that students will express their interest in joining the Southern Virginia Career Academy. This decision is made after having participated in significant hands-on career exploration programs in 6th, 7th, and 8th grade with the GOTEK initiative and options for entry level CTE classes. They identify their career goals within one of the six career academies within MCPS and four science pathways offered by SVCC through the SVCA. Through the development of a five year career plan with high school classes, potential higher ed and job aspirations are also identified. This plan is reviewed with parents and counselors throughout their high school years to determine what modifications may need to be made and discuss what additional opportunities may be available.

Students will be placed into the academy based on the admission process of MCPS and the SVCA eligibility criteria; at-risk attributes and referral processes will be considered when determining admission. Any additional application stipulations will be designated by the governing board. Once interests have been identified and participants have been selected, the school's master schedule will be built on the needs of the students for the following school year. This timing gives the school division and community college time to plan for enrollment shifts each year. SVCC will work with MCPS to adjust the capacity of the program and staff to accommodate the number of students interested in the academy. SVCC currently has lab space and resources available in the afternoon hours to accommodate additional program growth of the SVCA.

14. Any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable. Consistent with a college partnership laboratory school's mission and purpose that may address special populations of students, the applicant must indicate how to ensure that community outreach has been undertaken so that special populations are aware of the formation of the college partnership laboratory school and that enrollment is open to all students residing in the Commonwealth. Pursuant to § [22.1-349.3 B](#) of the Code of Virginia, enrollment in a college partnership laboratory school "shall be open through a lottery process on a space-available basis to any student who is deemed to reside within the Commonwealth. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process, and parents shall be informed of their student's position on the list."

Admission to the SVCA will be open to all qualifying students in ninth through twelfth grades at MCPS. Mecklenburg allows home school and private school students to register with tuition support from the county. This opens the opportunities to students beyond the walls of MCPS. The SVCA will target the student population through high school counseling sessions, marketing efforts on social media, and by holding open houses. Letters and calls to parents of students who are identified at risk and have expressed interest in one of the four science pathways will be made in an effort to encourage this group of students to take advantage of SVCA. Like SVCC and MCPS, the SVCA will not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or need for special education services. This criterion is outlined in section 6.6 of the VCCS Policy Manual at <http://go.boarddocs.com/va/vccs/Board.nsf/goto?open&id=AVHKN752695B>.

15. A model *Student Code of Conduct* policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students.

According to the student's enrollment, conduct will meet the expectations set forth in the student handbooks of SVCC and MCHS. The SVCC handbook is found online at <https://catalog.southside.edu/content.php?catoid=9&navoid=977> and the MCPS handbook is available online at www.mcpsweb.org/. The SVCA will employ an at-risk coach as an added layer of services for students. Part of the counselor's responsibility will be to work with faculty and identify disruptive and negative behavior and intercede before discipline becomes necessary.

16. A detailed school start-up plan that identifies tasks, timelines, and responsible individuals.

This lab school will follow the established high school standard diploma curriculum and dual enrollment program curriculums. The school will build on program offerings as funding allows. The start-up timeline is as follows:

July 2023

- Inception of the Southern Virginia Career Academy (Governor's Office)
- Governing Board established (Dr. Keith Harkins, SVCC)
- Bylaws voted on and established (Governing Board)
- SVCA director hired (Dr. Keith Harkins, Board Chair)
- Supporting positions advertised (Director & SVCC HR Dept)
- Marketing of lab school (Governing Board, SVCC Marketing Dept., MCPS Marketing Dept)
- Enrollment procedures established (SVCC DE Department & MCHS)
- Enrichment programs identified and scheduled with local industry (SVCA director)
- Program/Curriculum changes identified/proposed for the 24-25 academic year (SVCC DE Department & MCHS)

August 2023

- Southern Virginia Career Academy Officially Opens (SVCC & MCHS) Eligible 8th grade population determined by MCHS to SVCC (SVCC DE Department & MCHS)
(1st 9th grade preliminary cohort 2024-25, 1st full 10th grade cohort 2025-26)
- Academic enhancements and support services implemented for the incoming 9th grade preliminary cohort (SVCC & MCHS)

October 2023

- Program offerings reviewed by external evaluator. Information collected from parental committee. Results reported to the board
- Program/Curriculum finalized for the 24-25 academic year (SVCC & MCHS)

December 2023

- Updates to curriculum and support services presented to the Board (Board Chair)
- Support Services start with identified 8th graders (SVCC & MCHS)

March 2024

- Students identified for 24-25 cohort (SVCC & MCHS)
- Student communications to 24-25 cohort (SVCC & MCHS)
- Students scheduled for 24-25 academic year (SVCC & MCHS)

17. A description of co-curricular and extracurricular programs and how these programs will be funded and delivered.

Students of the SVCA will be eligible to participate in all current SVCC and MCHS co-curricular and extracurricular activities and programs. In addition to

these, the SVCA will offer enrichment sessions. The sessions will consist of presenters designed to increase the knowledge of SVCA students of the opportunities in the four science pathways. SVCC and MCHS' normal programs will be funded and delivered according to the current structure of these entities.

18. A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

SVCC and MCPS will have a memorandum of understanding that details the contractual relationship for the Southern Virginia Career Academy. It will complement the current dual enrollment contract.

VI. *Financial and Operations Information:* The following components must be addressed:

1. A description of the college partnership laboratory school's financial plan and policies, including financial controls and audit requirements in accordance with generally accepted accounting principles.

Finance principals, controls, and audits will follow the VCCS policies and procedures already in place. Financial guidelines can be found in Section 4.2 (Accounting and Fiscal Management) of the VCCS Policy Manual (<http://go.boarddocs.com/va/vccs/Board.nsf/goto?open&id=9RHC9G592D97>).

2. Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.

The Southern Virginia Career Academy lab school proposal is to create a lab school for any eligible 8th-12th grade at-risk student in Mecklenburg County Public Schools. The goal is that every student matriculates through the GOTEK career exploration program in middle school to determine a long term career goal, and then follow-up on that goal by participating in one of the six career academies. Each career academy is fully integrated with dual enrollment academic and CTE programs through SVCC. The lab school will focus on and develop the student population that does not qualify for the current dual enrollment opportunities but has a desire to enter one of the four science pathways. Graduation expectations include engagement with local business partners and associated job experience opportunities whether or not students are eligible for dual enrollment. With that said, SVCC and MCPS have partnered to provide dual enrollment programs for students for many years. There is an existing funding formula for the students that have chosen to participate that is built into the annual budget for the school division and the community college. The goal is to engage students in this strong academic and career preparatory process while they are able to take advantage of this partnership.

Although we are building this lab school program on existing school revenues, there will be start-up costs required to shift from a traditional method of high school education to this career centered academy for at-risk students. Funding is also requested to renovate unused classroom space transforming it into a state-of-the-art critical environment lab. SVCC and MCPS will need to create and develop significant marketing materials for each of the programs within the academy. Mecklenburg County Public Schools and Southside Virginia Community College believe that the plan for a five year commitment of support to create a comprehensive lab school program is appropriate. It will give our institutions time to build and then incorporate ongoing program expenses into our regular revenue streams. The following chart provides a list of start-up positions we need to initially cover:

Position	Salary with Benefits	Notes
SVCA director	106,500.00	
Work-Based Learning Specialist	85,200.00	
HR and Business Office support	75,000.00	Part time assistance for hiring and purchasing
Blended Learning Math Consultant	25,000.00	
AVID Instructors (as needed)	115,000.00	One full time instructor (70,000) and stipends (25,000) for current teachers wishing to teach in the AVID program
Student Services, PD, AVID fees, tutoring, and mentoring	135,000.00	Includes an at-risk coach

3. Start-up and five-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.

Lab school funds are requested to support the additional finances beyond the state funding revenues appropriated to Southside Virginia Community College and Mecklenburg County Public Schools that are necessary to meet the goals listed in application Question 1 above. These revenues will be re-negotiated with the state each year to determine which start-up goals have been completed and which are still in progress. Ultimately, beyond the five-year start up the lab school program will be completely incorporated into the regular state revenues identified for MCPS and SVCC, while continuing with the oversight of the Southern Virginia Career Academy board and local business.

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Allocation (per student x current enrollment)	257,000.00	515,000.00	772,500.00	772,500.00	772,500.00
Donations	0	25,000.00	35,000.00	45,000.00	55,000.00
Expenses					
Personnel*	261,700.00	269,551.00	277,637.53	285,966.66	294,545.66
Equipment	75,000.00	45,000.00	20,000.00	0	0
Marketing	25000.00	25000.00	25000.00	25000.00	25000.00
Travel	10000.00	10000.00	10000.00	10000.00	10000.00
Miscellaneous (training, curriculum consultation, salary supplementals, lab renovations etc.)	225,000.00	125,000.00	75,000.00	50,000.00	25,000.00

*includes fringe benefits and a 3% cost of living increase each year

- Evidence of anticipated fundraising contributions, if applicable.

All fundraising activities will follow the SVCC practices. SVCC has a long and rich history of securing private donations from individuals and businesses. The lab school will actively seek donations and have set goals for the 2nd, 3rd, 4th, and 5th years.

- A description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property.

Insurance coverage is in place with both SVCC and MCHS respectively.

- A justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.

All technical programs are covered either by the insurance held by SVCC or Mecklenburg County Public Schools.

7. A sound facilities plan, including backup or contingency plans. Facilities information includes (1) the provision of suitable instructional space; (2) provisions for library services; (3) provisions for the safe administration and storage of student records and medications; (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; (5) general information on emergency evacuation plans; (6) information regarding site location and preparation; (7) the structure of operation and maintenance services; and (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

Facilities and contingency plans are in place for both SVCC and MCHS. The Southern Virginia Career Academy lab school classes are conducted at the Mecklenburg Middle School and High School complex, with specialty classes held at three SVCC campuses:

- The Lake Country Advanced Knowledge Center in South Hill, VA
- The Estes Center in Chase City, VA
- The Southern Virginia Higher Education Center in South Boston, VA

This structure provides the lab school students with ample instructional space, library services, transportation, and food services. SVCC and MCHS will retain all student records according to enrollment. All facilities meet state and federal guidelines and are properly maintained. Any facilities leasing or use will follow the current contracts or lease agreements.

8. A description of whether transportation services will be provided. If transportation is to be provided, please indicate whether the school will contract for transportation with the local education agency or another entity. Please indicate whether transportation will be provided to all students attending the school.

Mecklenburg County Public Schools will provide transportation for all students to each location, however, students may provide their own transportation.

9. A description of transportation services for students with disabilities. (Section [22.1-221](#) A of the *Code of Virginia* states that “[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § [22.1-216](#) or § [22.1-218](#) shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.”)

MCPS provides appropriate transportation services for all students with disabilities. The existing transportation structure will be utilized.

10. A description of food service operations and all other significant operational or ancillary services to be provided.

MCPS provides food service operations for all MCPS students at the appropriate location. Students of the lab school will participate in the existing food service infrastructure.

VII. *Placement Plan:* The following components must be addressed:

1. Identification of a member of the school's leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations. Please include contact's name, title, email address, and phone number.

Dr. Keith Harkins
Vice President of Academic and Workforce Programs
Southside Virginia Community College
keith.harkins@southside.edu
(434)-949-1000 Main
(434)-736-2006 Office

2. A notification process for parents/guardians of students attending the school and teachers and administrators of the termination or revocation of the contract.

This process would follow existing SVCC procedures and guidelines in accordance with VCCS and SACSCOC policy.

3. A notification process to parents/guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract.

This is not applicable, as the existing structure will remain in place if the contract is terminated. However, if this occurs, students will revert back to the standard programs of Mecklenburg County Public Schools.

4. Provisions for ensuring that student records are provided to the parent or guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers upon the request of that school division. (See § [22.1-289](#) of the *Code of Virginia*).

Student records for college credits must be requested by the student through SVCC, and high school transcripts are requestable through the MCHS guidance department. MCHS staff will handle all transcript requests and proper transfer of records to requesting divisions.

5. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract.

Employees will follow the existing termination/exiting policies and procedures in place at either SVCC or MCPS respectfully.

6. A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the termination or revocation of the contract. The plan shall include the disposition of the schools' records and financial accounts upon closure.

Close-out plans will follow current agreements between the College and MCPS. SVCC will follow SACSCOC program discontinuation policies for any discontinued academic programs.

VIII. *Other Assurances and Requirements:* The following components should be addressed:

1. A description of the college partnership laboratory school's policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

Both SVCC and MCPS are bound by the regulations and protocols set forth in the policies of the Library of Virginia.

2. Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the *Virginia Freedom of Information Act*.

Both SVCC and MCPS are bound by the federal and state laws and regulations including SCHEV, VDOE, and the VCCS.

3. A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational.

No waivers are required.

4. A description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (See § [22.1-349.3](#) G of the *Code of Virginia*.)

SVCC currently partners with MCPS to provide both academic and career and technical program opportunities for their students. Mecklenburg County Public Schools offers many dual enrollment pathways; students are able to take college courses that apply to the transferable career studies certificates, certificates, and degrees and a variety of career and technical programs that provide industry credentialing and employment opportunities. These programs are listed in the MCPS program of studies and are available to all qualifying students. The MCPS programs of study can be found here:

<https://sites.google.com/mcpsweb.org/mcpsprogramofstudies/home?pli=1> The lab school will add enhanced services for students who elect to enroll.

5. A description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § [22.1-349.3](#) B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section [22.1-349.4](#) of the *Code of Virginia* states that “[i]f the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.”

SVCC and MCPS currently operate under the annual dual enrollment contract by the VCCS. By remaining in compliance with SVCC and MCPS policies regarding accreditation, no additional plan is necessary. The development of curriculum materials to be used for our student progress that may lead to a release from specific state regulations may come as we make progress with our goals. An example of this may be with the development of blended learning classes integrating math and science content within dual enrollment career and technical classes. This process will engage specialists from VDOE and any need for release from state regulations will be identified within the first years of the program.

6. A description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (See § [2.2-3114](#) of the *Code of Virginia*.)

Conflict of interest issues will be handled according to the policies of the VCCS which requires all officers to complete a conflict of interest survey each year for the Commonwealth of Virginia.

7. Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school.

Southside Virginia Community College does not foresee any conflict of interest for any proposed board member.

Addendum 2 : Southside Regional Lab School – Inaugural Year 2023-2024
Addendum 4: Current Programs with Staffing and Enrollment Figures

Part C: Assurances

Assurances in the Code of Virginia: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § [22.1-349.3](#) of the *Code of Virginia*.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations (including the federal *Americans with Disabilities Act*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine (9) months prior to the opening date of the college partnership laboratory school.
5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
6. An assurance that the applicant will meet the condition in § [22.1-349.9](#) of the *Code of Virginia*, which state that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) applicable to teachers employed by a local school board.”
7. All initial requests for waivers from the Board will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)
8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board not later than nine (9) months prior to the opening date of the college partnership laboratory school.
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)
4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Pursuant to the requirements, I hereby certify that to the best of my knowledge, the information in this application is correct; the applicant has addressed all application elements that pertain to the proposed college partnership laboratory school; and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Dr. Chad Patton

Title: Dean

Signature of Authorized Official: 

Date: 4/10/2023

Lab School	MCPS Course	Location	Schedule	Credit
Computer	Cybersecurity Systems Technology -FIRST YEAR	LCAKC	Year Long	2
	Cybersecurity Fundamentals - FIRST YEAR	LCAKC	Year Long	2
	Cyberscurity Systems Technology Advanced - SECOND YR	LCAKC	Year Long	2
	Cybersecurity Network Systems? - SECOND YEAR	LCAKC	Year Long	2
	Information Communitcations	LCAKC	Year Long	2
Environmental	Culinary 1	MCHS	1 SEM	
	Culinary II	MCHS	Year Long	
	Agribusiness	LCAKC	Year Long	
	Horticulture	MCHS	2 Year Long	
	HVAC I	LCAKC	Year Long	2
	HVAC II	LCAKC	Year Long	2
Health	Cosmetology I - FIRST YEAR	Estes Center	Year Long	4
	Cosmetology II - SECOND YEAR	Estes Center	Year Long	4
	Nurse Aide I	MCHS	1 sem/2 blk	2
Industrial	Automotive Technology II	MCHS	Year long/2 blk	2
	Automotive Technology III	MCHS	Year long/2 blk	2
	Industrial Electricity	LCAKC	Year Long	2
	Welding I	LCAKC	Year Long	2
	Welding II	LCAKC	Year Long	1
	Welding III	LCAKC	Year Long	1
	Electricity I	LCAKC	Year Long	2
	Electricity II	LCAKC	Year Long	2
	HVAC I	LCAKC	Year Long	2
	HVAC II	LCAKC	Year Long	2

MCHS CTE

SCED Code	Course	SVCC DE Course S1
10109	8628	
10302	6302	ITN 107, ITE 100, ITE 195, SDV 106, ITE 152, ITE 2
10302	6306	
10108	8630	ENG 111, MTH 130, PSY 126, AST 114, HLT 100
TBD	TBD	TBD
		HRI 105, HRI 126, HRI 195
		HRI 107, HRI 128, HRI 115
		AGR
17056		
17056		AIR 121, AIR 122, AIR 134,
19101	8745	COS 81, COS 195, COS 199
19101	8746	COS 295, COS 296, COS 299
14051	8360	HCT 101, HCT 102, HLT 100, SDV 100 or 106
201042	8507	
201043	8508	AUT 100, AUT 111, AUTO 241, AUTO 267
		ELE
13207	8672	
13207	8673	
13207	8674	WEL 120, WEL 123, WEL 150
17102	8533	
17102	8534	SDV 107, ELE 113, ELE 127, ELE 114, ELE 131
17056		
17056		AIR 121, AIR 122, AIR 134,

SVCC DE Crosswalk

SVCC DE Course S2	DE	DE	Program
ITN 106, ITE 182, ITE 195, ITN 261, ITE 299	15	14	Pursuit of Cybersecurity & Networking CSC, IST Cert, IST
ENG 112, MTH 132, ITE 140, PHI 220, BUS 100	14	15	BICSI 1-4
	9		Culinary Arts CSC
HRI 220, HRI 106	9	6	
AIR 154, AIR 276, AIR Elective	9	9	Heating, Ventilation, and AC CSC
COS 82, COS 195, COS 199, COS 198	9	12	Cosmetology CSC
COS 295, COS 296, COS 299	9	9	
	11		CSC
AUT 121, AUT 251, AUT 178, AUT 235	12	12	Automotive Tune-Up CSC
WEL 160, WEL 161, WEL 164	9	9	Welding CSC
ELE 159, ELE 226, ELE 239, ELE 134, ITE 1	15	15	Industrial Electricity Technology
AIR 154, AIR 276, AIR Elective	9	9	Heating, Ventilation, and AC CSC

Certification	Pathway
IT Fundamentals, MOS, A+	Degree Transfer eligible Employment
CPR/FA, MOS	
	Employment
ServeSafe Certification	Employment
Certification?	Employment
BOH Cosmetology License	Employment
First Aid/CPR, Certified Nurse Aide BON License	t
OSHA, NATEF ?	Employment
Certification?	Employment
Certification?	Employment
Certification?	Employment

Southern Virginia Career Academy Lab School Brief with Organizational Chart

Mission: It is the mission of the Southern Virginia Career Academy to offer the resources, education, and training to prepare underrepresented and at-risk students to attain life sustaining wages within computer, industrial, environmental, or health sciences careers.

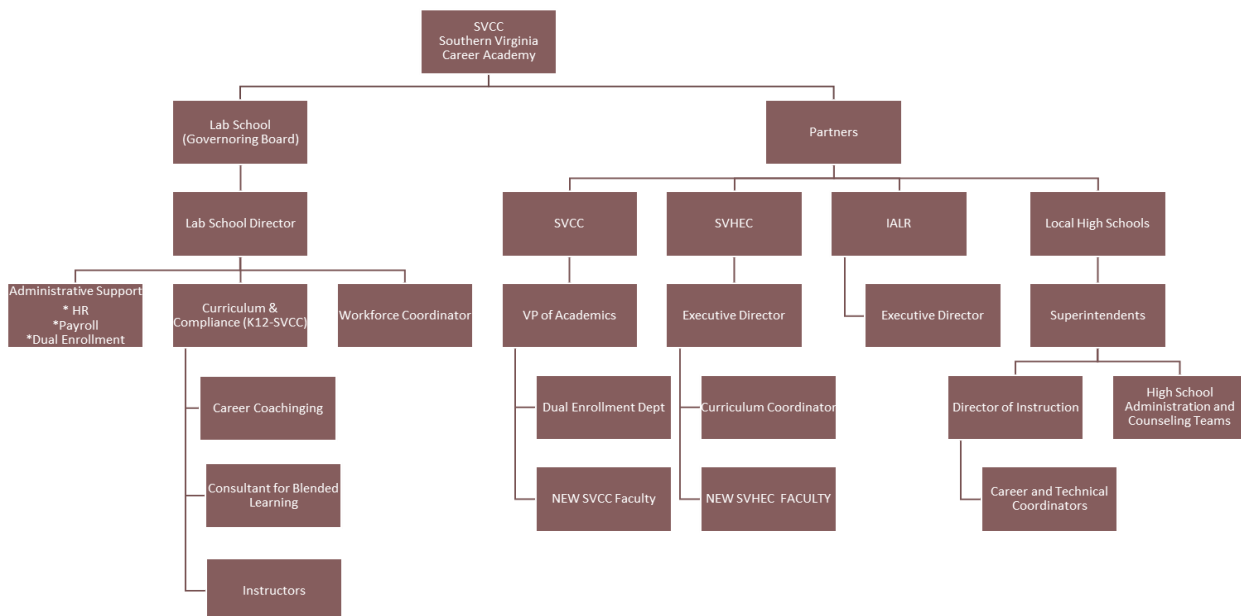
Purpose: To engage at risk students early in their high school career and encourage successful completion of a learning pathway in one of the following; Computer Sciences, Environmental Sciences, Health Sciences, and Industrial Sciences.

How: Early intervention will begin in the 8th grade. Students with significant risk factors to academic success will be monitored and contacted for possible participation. Risk factors include:

First generation college students	Single parent or foster children	Those in poverty
Underrepresented in chosen pathway	Non-Traditional for chosen pathway	1.5 to 1.99 GPA

Beginning in the second semester of students' 9th grade year lab school students will begin the AVID program (<https://www.avid.org>). One block will be dedicated to AVID for the 9th and 10th grades. Also in the 10th grade, students will select between TEALS or ITE 115 (or comparable class). Beginning in the 11th grade, students will enter into one of the DE science pathways either at MCPS or SVCC. These programs include, Auto, Welding, Culinary, Electrical, HVACR, Information Technology, BICSI, Energy, Nurse Aide, Cosmetology, and Agribusiness. Throughout the high school years, Lab School students will participate in monthly enrichment exercises designed to increase student knowledge of career opportunities in our region. These sessions will be put on by faculty and professionals in those fields and include hands-on activities that reinforce work and college ready math concepts.

Organizational Chart:



Southern Virginia Career Academy
proposed BYLAWS

ARTICLE I – NAME AND ORGANIZATION

Section 1. The name of this organization shall be the Southern Virginia Career Academy Advisory Board, hereinafter referred to as the Board. The Board is an advisory body for the Southern Virginia Career Academy (SVCA).

Section 2. The SVCA Board represents a collaboration of organizations engaged in the SVCA Project. The Board is not a separate legal entity.

ARTICLE II - PURPOSE

Section 1. The Board shall serve in an advisory capacity, providing input on SVCA programming and guidance to SVCA staff.

Section 2. The Board shall increase business and community awareness of and support for the SVCA initiative.

ARTICLE III - MEMBERSHIP

Section 1. Membership on the Board will be divided equally among the K12, higher education and private sector communities. Members represent their respective organizations, and they also are identified as coming from either the K12, higher education or private sector community.

Section 2. Members shall provide advice, informing current and future SVCA-related initiatives. Members shall serve as program advocates at the local, regional, state and national level.

Section 3. The number of members of the Board shall be no less than nine (9), with six coming from industry, and then a single representative from SVCC, Mecklenburg County Public Schools, and the Southern Virginia Higher Education Center. While membership may exceed the minimum, additions must reflect the intended parity between the three communities.

Section 4. The SVCA Executive Director, as a representative of the SVCA, shall serve on the Board in an ex-officio capacity. This position and his or her proctor shall be in addition to the Board members referenced in the preceding section.

Section 5. Recommendations for new Board members may be submitted by other Board members, the SVCA Executive Director, and/or a Nominating Committee that may be appointed by the Board Chairperson. All prospective members of the Board must be approved by a vote of the Board.

Section 6. Members shall serve on the Board for two-year terms commencing July 1 of each year.

Section 7. No Board member from the private sector community shall serve more than three consecutive terms. Board members from the K12 and higher education communities who remain in the same leadership positions with their respective organizations, may serve an indefinite number of terms.

Section 8. Members may designate a proxy to represent their organization. Proxy members shall have voting rights.

Section 9. Vacancies in unexpired terms shall be filled by the Board, upon recommendation of the SVCA Executive Director and the Chairperson. Any person appointed to fill a vacancy must represent the same community as the person whose absence created the vacancy. The appointed individual shall serve for the remainder of the unexpired term.

Section 10. A member, representing his/her organization, who misses three consecutive meetings and does not send a proxy, shall be dropped from the Board unless the Board finds good cause exists to excuse the absences.

ARTICLE IV - OFFICERS

Section 1. The officers of the Board shall be a Chairperson, a Vice Chairperson and a Secretary.

Section 2. The position of Secretary can be filled by a member of the Board or a SVCA staff member who is nominated by the Board Chairperson and serves in ex-officio capacity.

Section 3. The officers shall serve a term of one year, commencing July 1 of each year. Officers are eligible to serve two consecutive terms.

Section 4. Except as stated herein, the duties of the officers shall be such as their titles, by general usage, would indicate.

ARTICLE V - MEETINGS

Section 1. The Board shall meet at least quarterly, every three months, at a time determined by the Chair and approved by the Board. The End-of-Year Organizational meeting will be held on or about the second Thursday of June for the purpose of electing officers for the next year, approving meeting dates for the next year, and electing new Board members.

Section 2. A majority of the members of the Board shall constitute a quorum of the Board. A quorum is required for the Board to take any action. Electronic participation in a Board meeting will be permitted to the extent allowed by law.

Section 3. All actions must be approved by two-thirds (2/3) of the members present at a Board meeting. The Board secretary will keep minutes of all Board meetings, and he/she will record all Board actions in the minutes.

Section 4. Minutes shall be made available to organizations participating in and/or funding the SVCA initiative.

Section 5. Called meetings are permitted provided notice is disseminated as required by law.

ARTICLE VI - COMMITTEES

Section 1. The Board Chair may appoint special committees to further the purpose and objectives of the Board.

Section 2. The SVCA chair person shall be an ex-officio member of all committees.

Section 3. Committees shall have such authority and power as shall be delegated to them by the Board.

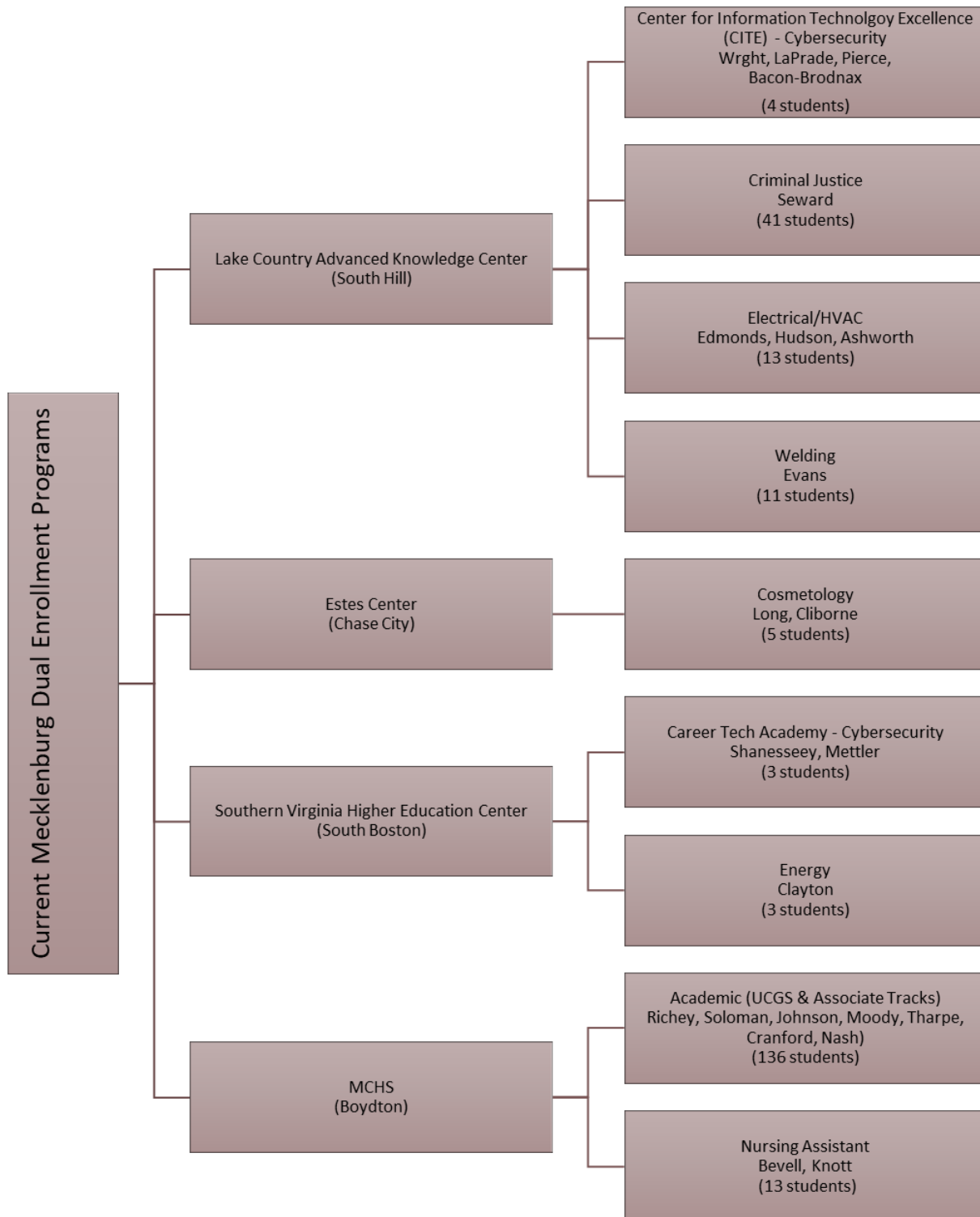
ARTICLE VII - RULES OF ORDER

Robert's Rules of Order, latest edition, shall be recognized as the authority governing the meetings of the Board in all instances wherein its provisions do not conflict with these Bylaws.

ARTICLE VIII - AMENDMENTS

These Bylaws may be amended by two-thirds (2/3) vote of the Board, provided the substance of such proposed amendment or amendments is delivered to each member at least ten (ten) days prior to the meeting in which the amendments are to be considered.

Addendum 4: Current Programs with Staffing and Enrollment Figures



Dual Enrollment Contract

Between
Southside Virginia Community College
and
Mecklenburg County Public Schools

The purpose of this Agreement is to set out the terms and conditions upon which courses will be offered under the VCCS Dual Enrollment Program as outlined in the Concurrent Enrollment Quality Standards in the *VCCS Policy Manual* (6.7). The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this Agreement, Southside Virginia Community College, (herein after “the College”), will make available college-level courses to students of Mecklenburg County Public Schools for the 2022 - 2023 academic year.

All courses offered under this agreement shall meet the Concurrent Enrollment Quality Standards as defined in *VCCS Policy Manual* (Attachment 1). College courses offered in the high school must be the same quality and rigor as courses offered on campus at the sponsoring college. Students enrolled are held to the same standards of achievement as students in on-campus courses. Instructors teaching college courses for the program meet the same academic requirements for faculty teaching in the college.

The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 2, and are hereby incorporated into this Agreement. No remedial or developmental courses will be offered.

The responsibilities of the parties pursuant to this Agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the College. The College reserves the right to cancel any class sections no later than the census date for the class as determined by the College. Upon agreement of both parties, the parties may add sections no later than the census date for the class as determined by the College.

The College and the Mecklenburg County Public Schools may agree to enter into this Agreement electronically. Facsimile or scanned signatures shall have the same legal effect and enforceability of an original signature.

2. Tuition & Fees

Pursuant to this agreement, schools and colleges should provide high school students the opportunity for dual enrollment at little or no direct cost to them or their families. Virginia Community College System policy requires that full tuition and fees must be paid to the College for each student enrolled in dual enrollment courses.

When the School pays the tuition and fees on behalf of the student, the College will bill the School on a semester basis. However, the College may reimburse the School a portion of the tuition

charged directly to the School in recognition of the School's contribution of resources toward student participation in the dual enrollment program when dual enrollment courses are held at the School.

When dual enrollment courses are held at the School and are taught by a qualified high school teacher, in accordance with the Virginia Community College Dual Enrollment Financial Model, the College will reimburse the School. The minimum amount of tuition that will be reimbursed is 60% of tuition charged. The reimbursement rate can be increased up to 100% of the tuition charged based on specific options negotiated by the College and School. Total reimbursement may not exceed 100% of tuition charged. The School will not charge dual enrollment students or their families more than the actual cost of tuition and fees charged.

When dual enrollment courses are held at the School and are taught by College faculty, the College may decrease the amount of reimbursement to the School by the costs associated with College faculty teaching those courses. The VCCS Dual Enrollment Financial Model applies only when dual enrollment courses are taught at the high school.

The Parties agree that only the courses listed in Attachment 2 shall be governed by the terms of this Agreement. Any student who enrolls in a college course not governed by the terms of this Agreement shall pay the mandatory tuition and fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. The College shall bill the students directly.

3. Textbooks

The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of the School system or the student. Required textbooks may be available for purchase from the College's bookstore.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the Mecklenburg County Public Schools and the College per Attachment 3, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority

The selection of high school faculty members of the Mecklenburg County Public Schools to teach all dual enrollment courses governed by the terms of this Agreement will be pursuant to the requirements set by the College. Mecklenburg County Public Schools may recommend qualified teachers who are interested in teaching dual enrollment course(s) to the College for consideration. The College shall select all other faculty members teaching dual enrollment course(s) from its full-time faculty or hire part-time faculty.

(2) College and high school faculty teaching dual enrollment courses must meet the minimum credential requirements set forth by Form VCCS-29 in the VCCS *Policy Manual* (Attachment 4) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

a. Faculty Members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching field.

b. Faculty Members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching field and two years of occupational experience.

c. Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate's degree or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.

(3) Only the instructor approved by the College and assigned to the college course shall teach the college course.

(4) Parties agree that nothing in this Agreement is intended to, or shall create, an employer/employee relationship between the College and high school faculty members of the Mecklenburg County Public Schools.

b. Payment

If the faculty member for the dual enrollment course(s) is employed full time by Mecklenburg County Public Schools and the course(s) are part of the assigned teaching workload, the College shall reimburse the Mecklenburg County Public Schools for the services of its employee. The College shall not enter into a separate employment agreement with high school faculty members of the Mecklenburg County Public Schools to teach dual enrollment courses at the high school. The College may, however, employ high school teachers as adjunct faculty of the College. If the College employs a faculty member that is not affiliated with the Mecklenburg County Public Schools, the College will compensate the faculty member directly. Direct reimbursement and/or payment of faculty salaries will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. The College and Mecklenburg County Public Schools may agree in writing to other reimbursement procedures.

c. Faculty Responsibilities

(1) The parties agree that Mecklenburg County Public Schools will inform dual enrollment faculty members that they must comply with policies and procedures related to the dual enrollment courses they teach including but not limited to the following:

- i. Adhere to all college and departmental responsibilities.
- ii. Prepare and disseminate a college-approved course syllabus.

- iii. Adhere to the required instructional contact hours.
- iv. Adhere to established college academic calendars for enrollment and grading submission.
 - v. Use college-approved instructional materials.
- vi. Incorporate all student learning outcomes and assessment of student learning outcomes into instruction.
- vii. Participate in student evaluation of instructional effectiveness.
- viii. Submit final course grades.
 - ix. Participate in required meetings and professional development opportunities.
 - x. Participate in required site visits and administrative evaluation of instruction.

It is the responsibility of the College to ensure that dual enrollment faculty members comply with the policies and procedures referenced above.

(2) Evaluation

i. Faculty Evaluation - The College will enforce criteria to evaluate the effectiveness of each high school dual enrollment faculty member from the college guidelines and procedures established for adjunct faculty. The College will evaluate adjunct college faculty teaching a dual enrollment course in accordance with the College's adjunct faculty evaluation process and the Concurrent Enrollment Quality Standards. College faculty or academic deans will conduct site visits to observe course content, delivery, and student engagement to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus. Evaluations will be provided to the principal. The College will evaluate full-time community college faculty teaching a dual enrollment course in accordance with the College's full-time faculty evaluation process.

ii. Student Evaluation – The College will require student evaluations of faculty effectiveness each semester for each course offered in the dual enrollment program and will use the same instruments used for all adjunct or full-time faculty members. The College will compile the results of the student evaluations of teaching effectiveness and share them with the academic dean or designee, the faculty member, and the designated public school representative.

d. Professional Development

Under the terms of this contract and in accordance with the Concurrent Enrollment Quality Standards, the College will provide all new dual enrollment faculty with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course. In addition, dual enrollment faculty will participate in college-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline. Dual enrollment faculty may take advantage of other professional development opportunities offered by the College, as approved by Mecklenburg County Public Schools and the College and in accordance with applicable policy.

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to enroll in a dual enrollment course, high school students must have written

permission of their parent or guardian to participate, written approval by their high school principal or designee to cross register the dual enrollment course with the high school course and meet all course prerequisites. The written permission of the parent or guardian and the written approval by the high school principal or designee may be documented electronically by the College. Facsimile or scanned signature shall have the same legal effect and enforceability of an original signature.

(2) Students must meet the College's eligibility criteria to participate in dual enrollment as specified in 6.6.3 of the *VCCS Policy Manual*.

(3) Private, Public, and Homeschool juniors and seniors who meet each of the following criteria may register in college-level credit-bearing courses: (a) the student submits an Application for Admission; (b) the student is a rising public or private high school junior or senior, or homeschool student studying at the high school junior or senior level; (c) the student demonstrates readiness for each college-level credit-bearing course per criteria in the eligibility table featured in 6.6.3 of the *VCCS Policy Manual*; and (d) the student must meet all course pre/corequisites as listed in the VCCS Master course File and established by the College.

(4) The College may make exceptions to the policies established in 6.0.1. (*VCCS Policy Manual*) regarding student eligibility on a case-by-case basis, if the public school principal and community college president or designee approve and if such exceptions are in accordance with the *VCCS Policy Manual*. Admitting high school or home school students below the junior or senior level is considered exceptional.

b. The College shall inform all dual enrollment students that they must adhere to policies within the *VCCS Policy Manual*, unless specifically noted in this Agreement.

7. College Administrative Responsibilities

a. Dual enrollment students must be registered by the end of the add/drop period (no later than the last day to drop) established for each course, which corresponds to 15% of the calendar days in a session, which includes all instructional and exam days; exceptions must be approved by the Senior Vice Chancellor, Academic and Workforce Programs, Virginia Community College System.

b. Dual enrolled courses taught at the School shall not include non-dual enrolled students without the written approval of the community college president.

c. The College, through its faculty, will provide the appropriate Mecklenburg County Public Schools officials with progress reports on each student from time to time as agreed upon by the Parties. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

d. A record will be maintained by the College for each dual enrollment student as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

e. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Mecklenburg County Public Schools students enrolled in college courses under this Agreement.

8. High School Administrative Responsibilities

a. Mecklenburg County Public Schools agrees to provide to the College testing scores for students who take the PSAT, SAT, or ACT within a prescribed period of time prior to enrollment, according to established college procedures.

b. Mecklenburg County Public Schools agrees to provide to the College high school transcripts for prospective dual enrollment students within a prescribed period of time prior to enrollment, according to established college procedures.

c. Mecklenburg County Public Schools will provide a list of courses to be offered and verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the dual enrollment course. No remedial or developmental course or direct placement co-requisite English and Math course credit will be offered.

10. Passport and UCGS

The College is required to offer courses as specified in the Passport Course Roster and the Uniform Certificate of General Studies (UCGS) Course Roster. For the rosters, see the following:

Passport:

<https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/policies-and-guidelines/approved-passport-course-roster.pdf>

UCGS:

<https://www.schev.edu/docs/default-source/students-section/transfer/approved-ucgs-course-roster.pdf>

11. Award of Credential

The Mecklenburg County Public Schools and College shall provide a pathway for participating students to complete a career studies certificate, certificate, including the Uniform Certificate of General Studies (UCGS), or an associate degree concurrent with their high school diploma. Credit awarded for applicable dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher may be applied toward attainment of the aforementioned credentials. The pathways are outlined in Attachment 5, which is hereby incorporated herein and made a part of this Agreement.

12. Course Standards

a. **Course Equivalency, Evaluation, and Assessment**

The College shall offer dual enrollment courses for course credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses shall be equivalent to the pedagogical, theoretical, and philosophical orientation of the College's department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment and evaluation of student learning outcomes and instructional effectiveness. An effective dual enrollment program requires collaboration between the School and the College to evaluate student learning outcomes, program learning outcomes, instructional effectiveness and longitudinal outcomes. This evaluative process shall be coordinated by the College with support from the School to implement and collect information and data in a timely manner.

In order to ensure that dual enrollment courses taught at the School meet the curricular depth and breadth of courses taught at the College, all dual enrollment courses shall have the same student learning outcomes as those courses taught at the College. In addition, student learning outcomes in all dual enrollment courses shall be assessed using common assessment measures identified and approved by the College and utilized in courses taught on campus. All course learning outcomes shall be communicated to students by dual enrollment faculty. Where applicable, the College's assessment of program learning outcomes shall include dual enrollment students.

The College and the School shall work together to provide tracking data on the performance of dual enrollment students, including credits completed, college courses attempted and completed, cumulative GPA, high school graduation data, and other data agreed upon. The specific data elements will be reported by the College on a regular basis. In order to ensure the quality and effectiveness of the dual enrollment program, the College will specify and evaluate dual enrollment programmatic outcomes and identify changes intended to result in continuous improvement.

b. **Modifications of Policies**

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the Parties in writing before each term begins.

c. **Student Performance**

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester, and that additional enrollments in dual enrolled courses will not be approved.

13. **Agreement Contacts**

Contact persons for this Agreement are:

- the School System: Mr. Paul Nichols, Superintendent
- the School: Mrs. Maggie Wilkerson, Principal
- the College: Dr. Quentin R. Johnson, President, Southside Virginia Community College

14. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to four-year institutions of higher education. However, the College does not guarantee to students that course credit for dual enrollment courses will transfer to any other college or university except for those courses featured in the Passport Course Roster and the UCGS Course Roster. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS occupational/technical courses exists. The School shall advise students to consult with transfer institutions in order to determine if their dual enrollment courses will be accepted for transfer.

15. The College reserves the right to enroll other qualified students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.


16. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this Agreement, to the extent authorized by law.

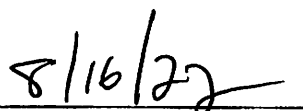
17. If either party wishes to terminate this Agreement, a written notice must be provided to the other party within 30 days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.


18. The College or Mecklenburg County Public Schools shall not unlawfully discriminate on the basis of race, national origin, ethnicity, religion, gender, age, disability, or any other factor prohibited by Federal or state law in any undertaking pursuant to this Agreement. Students with disabilities will receive academic adjustments and reasonable accommodations through the School pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, respectively. Academic adjustments and reasonable accommodations for dual enrollment courses that students take for college-level credit shall not be pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400. At no time shall the College approve academic adjustments and reasonable accommodations for dual enrollment courses that will fundamentally alter the nature of the course. The Mecklenburg County Public Schools shall notify all students interested in taking a dual enrollment course of these conditions prior to approving their enrollment in a dual enrollment course. The School shall work cooperatively with the College to implement accommodations or services in a manner which does not fundamentally alter the nature of the dual enrollment course in which the student is enrolled.

19. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

By: 
Dr. Quentin R. Johnson, President
Southside Virginia Community College


Date

By: 
Mr. Paul Nichols, Superintendent
Mecklenburg County Public Schools

7/26/22
Date

6.7 Concurrent Enrollment Quality Standards: Virginia Community College System Policy Manual (Approved September 2018)

This policy reflects national standards and best practices for dual credit as outlined by the National Alliance for Concurrent Enrollment Partnerships (NACEP) and aligns with regional accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). NACEP Standards are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices such that:

- College courses offered in the high school are of the same quality and rigor as the courses offered on campus at the sponsoring college.
- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.
- Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty teaching in the college and are trained in course delivery and provided ongoing discipline-specific professional development.
- Concurrent enrollment programs display accountability through program evaluation.

Institutions must ensure that concurrent enrollment courses and programs offered in the high school comply with the following standards:

6.7.1 Partnership Standards

6.7.1.1 The concurrent enrollment program aligns with the college mission and is supported by the institution's administration and academic leadership.

6.7.1.2 The concurrent enrollment program has ongoing collaboration with secondary school partners.

6.7.2 Faculty Standards

6.7.2.1 All concurrent enrollment instructors must be approved by the appropriate college academic leadership and must meet the minimum qualifications for instructors teaching the course on campus. A college may not assign an unqualified concurrent enrollment instructor as a teaching assistant with a qualified college faculty member who is not directly teaching the course assigned as the course's instructor of record.

6.7.2.2 Faculty liaisons at the college provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

6.7.2.3 Concurrent enrollment instructors participate in college-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

6.7.2.4 The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

6.7.3 Assessment

6.7.3.1 The college ensures that concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

6.7.4 Curriculum Standards

6.7.4.1 Courses administered through a concurrent enrollment program are college catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

6.7.4.2 The college ensures the concurrent enrollment courses reflect the learning objectives and the pedagogical, theoretical, and philosophical orientation of the respective college discipline.

6.7.4.3 College faculty or academic deans conduct site visits to observe course content, delivery, and student engagement to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

6.7.5 Student Standards

6.7.5.1 Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.

6.7.5.2 The concurrent enrollment program has a process to ensure students meet the college's course prerequisites.

6.7.5.3 Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.

6.7.5.4 The college provides concurrent enrollment students with access to learning resources and student support services.

6.7.6 Program Evaluation Standards

6.7.6.1 The college conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

6.7.6.2 The college conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

ATTACHMENT 2
Southside Virginia Community College
Mecklenburg County Public Schools
Academic Year 2022-2023

Possible Course Offerings

Course offerings are subject to change based on availability of qualified instructors, course enrollment, available time slots, and per the request of Mecklenburg County Public Schools.

Mecklenburg County Public Schools

ADJ 100, Survey of Criminal Justice	COS 195, Topics in Cosmetology
ADJ 105, The Juvenile Justice System	COS 198, Career Readiness
ADJ 133, Ethics and the Criminal Justice Professional	COS 199, Supervised Study
ADJ 140, Introduction to Corrections	COS 295, Topics in Cosmetology
ADJ 201, Criminology	COS 296, On-Site Training
ADJ 227, Constitutional Law for Justice Personnel	COS 298, Career Readiness
AGR 141, Intro to Animal Science & Technology	COS 299, Supervised Study
AIR 121, Air Conditioning and Refrigeration I	CST 110, Introduction to Communication
AIR 122, Air Conditioning and Refrigeration II	EDU 200, Intro to Teaching as a Profession
AIR 134, Circuits & Controls I	EGR 123, Intro to Engineering Design
AIR 135, Circuits & Controls II	ELE 113, Electricity I
AIR 154, Heating Systems I	ELE 114, Electricity II
AIR 181, Planning and Estimating I	ELE 127, Residential Wiring
AIR 238, Advanced Troubleshooting and Service	ELE 131, National Electric Code I
AIR 276, Refrigeration Usage EPA Cert Prep	ELE 134, Practical Electricity
ART 101, History of Art: Prehistoric to Gothic	ELE 159, Electric Motors
AST 141, Word Processing I	ELE 226, Electrical Power & Control Systems
AST 114, Keyboarding for Information Processing	ELE 239, Programmable Controls
AUT 100, Intro to Auto Shop Practices	ENE 100, Conventional & Alternate Energy Applications
AUT 111, Automotive Engines	ENE 104, Energy Industry Fundamentals
AUT 121, Automotive Fuel Systems	ENE 228, Building Automation & Energy Management Systems
AUT 178, Automotive Final Drive and Manual Transmission Systems	ENG 111, College Composition I
AUT 235, Automotive Heating and Air Conditioning	ENG 112, College Composition II
AUT 241, Automotive Electricity	ENG 211, Creative Writing I
AUT 251, Automotive Transmissions	ENG 212, Creative Writing II
AUT 267, Automotive Suspension and Braking Systems	ENG 225, Reading Literature: Culture & Ideas
BIO 101, General Biology I	ENG 245, British Literature
BIO 102, General Biology II	ENG 246, American Literature
BIO 141, Human Anatomy & Physiology I	ENG 250, Children's Literature
BUS 100, Introduction to Business	ENG 255, World Literature
BUS 200, Principles of Management	ENG 258, African American Literature
BUS 111, Principles of Supervision I	ENG 275, Women in Literature
CHM 101, Chemistry I	ETR 113, D/C & A/C Fundamentals I
CHM 102, Chemistry II	ETR 115, DC/AC Fundamentals II
CHM 111, College Chemistry I	ETR 150, Machine Control – Relay/Prg Lg
CHM 112, College Chemistry II	FIN 107, Personal Finance
COS 81, Cosmetology I	HCT 101, Health Care Technician I
COS 82, Cosmetology II	HCT 102, Health Care Technician II

HIS 101, History of Western Civilization I
 HIS 102, History of Western Civilization II
 HIS 121, United States History I
 HIS 122, United States History II
 HLT 100, First Aid & CPR
 HLT 105, CPR
 HLT 110, Concepts of Personal & Community Health
 HLT 141, Introduction to Medical Terminology
 HLT 215, Personal Stress & Stress Management
 HLT 261, Basic Pharmacy I
 HLT 262, Basic Pharmacy II
 HLT 263, Basic Pharmacy I Lab
 HLT 264, Basic Pharmacy II Lab
 HRI 105, Introduction to Culinary Arts
 HRI 106, Principles of Culinary Arts I - II
 HRI 107, Principles of Culinary Arts I - II
 HRI 115, Food Service Managers Sanitation Certification
 HRI 120, Principles of of Food Preparation
 HRI 126 The Art of Garnishing
 HRI 128, Principles of Baking
 HRI 195, Topics In
 HUM 111, Great Books I
 HUM 112, Great Books II
 HUM 201, Early Humanities
 HUM 210, Introduction to Women in Humanities
 IND 108, Technical Computer Applications
 IND 137, Team Concept & Problem Solving
 IND 160, Introduction to Robotics
 IND 165, Principles of Industrial Technology I
 IND 166, Principles of Industrial Technology II
 ITD 112, Designing Web Page Graphics
 ITD 212, Interactive Web Design
 ITE 55, Certification Preparation
 ITE 100, Introduction to Information Systems
 ITE 115, Introduction to Computer Applications & Concepts
 ITE 140, Spreadsheet Software
 ITE 150, Desktop Database Software
 ITE 152, Introduction to Digital Literacy and Computer Applications
 ITE 170, Multimedia Software
 ITE 182, User Support Help Desk Principles
 ITE 215, Advanced Computer Applications & Integration
 ITE 270, Advance Multimedia Development
 ITE 299, Supervised Study, Datacenter
 ITN 101, Intro to Network Concepts
 ITN 106, Microcomputing Operating Systems
 ITN 107, Personal Computer Hardware and Troubleshooting
 ITN 111, Server Administration
 ITN 195, Topic in Software – Exam Prep
 ITN 260, Network Security Basics
 ITN 261, Network Attacks Computer Crime and Hacking
 ITN 262, Network Communication, Security and Authentication
 ITN 263, Internet/Intranet Firewall * eCommerce Security
 ITN 266, Network Security Layers
 ITN 267, Legal Topics in Network Security
 ITN 295, Topics In (networking)
 ITP 120, Java Programming I
 ITP 132, C++ Programming
 ITP 160, Intro to Game Design & Development
 MAC 121, Computer Numeric Controls I
 MAC 122, Computer Numeric Controls II
 MAC 123, Computer Numeric Controls III
 MAC 161, Machine Shop Practices I
 MAC 162, Machine Shop Practices II
 MAC 163, Machine Shop Practices III
 MAC 164, Machine Shop Practices IV
 MAC 181, Machine Blueprint Reading
 MEC 140, Intro to Mechatronics
 MEC 165, Applied Hydraulics, Pneumatics & Hydrostatics
 MTH 130, Fundamentals of Reasoning
 MTH 132, Business Mathematics
 MTH 154, Quantitative Reasoning
 MTH 155, Statistical Reasoning
 MTH 161, PreCalculus I
 MTH 162, PreCalculus II
 MTH 245, Statistics I
 MTH 246, Statistics II
 MTH 263, Calculus I
 MTH 264, Calculus II
 MUS 121, Music in Society
 MUS 221, History of Western Music Prior to 1750
 MUS 222, History of Western Music 1750 to Present
 MUS 226, World Music
 NAS 131, Astronomy I
 NAS 206, Design & Application of Scientific Research
 NUR 120, Nurse Terminology & Charting
 PED 101, Fundamentals of Physical Activity I
 PED 171, Ballroom Dance I
 PED 172, Ballroom Dance II
 PHI 220, Ethics
 PHY 100, Elements of Physics

PHY 101, Physics I
PHY 102, Physics II
PHY 201, General College Physics I (Algebra Based)
PHY 202, General College Physics II (Algebra Based)
PLS 135, National Politics
PLS 136, State and Local Politics
PSY 200, Introduction to Psychology
PSY 215, Abnormal Psychology
PSY 230, Developmental Psychology
REL 230, Religions of the World
SAF 127, Industrial Safety
SDV 100, College Success Skills
SDV 101, Orientation to Soft Skills
SDV 106, College Success – Career Prep
SDV 107, Career Education
SDV 196, On-Site Training
SDV 197, Cooperative Education
SOC 200, Introduction to Sociology
SPA 101, Beginning Spanish I
SPA 102, Beginning Spanish II
WEL 120, Introduction to Welding
WEL 123, Shielded Metal Arc Welding (Basic)
WEL 124, Shielded Metal Arc Welding (Advanced)
WEL 150, Welding Drawings and Interpretations
WEL 160, Gas Metal Arc Welding
WEL 161, Flux Cored Arc Welding (FCAW)
WEL 164, Gas Tungsten Arc Welding (GTAW), Tungsten
Inert Gas (TIG)

Reimbursement Rate for VCCS Dual Enrollment Financial Model
Attachment 3
Academic Year 2022-2023

In exchange for Mecklenburg County Public Schools promoting dual enrollment opportunities to its students, courses taught at the high school by a credentialed high school instructor, will be reimbursed 60% of the mandatory tuition. In an effort to develop and enhance collaborative dual enrollment opportunities, Southside Virginia Community College and Mecklenburg County Public Schools, agree that the reimbursement rates will be increased to 100% based upon the following criteria (**check at least four that apply**):

- School division provides financial support to add (personnel or hours) .5 FTE career coach
- School division offers and enrolls students in a senior capstone course in an effort to reduce developmental education needs
- School division offers summer programs for college readiness preparation (i.e.: English, mathematics, or STEM camps)
- School division provides financial support and offers the Virginia Placement Test (VPT) to all high school juniors and seniors in the school division
- School division offer professional development opportunities to mathematics and English teachers in collaboration with the community college in an effort to strengthen college readiness
- School division brings K-12 teachers and college faculty together at least once a semester to focus on student outcomes assessment
- School division participates in a collaborative curriculum review and alignment in math and English
- School division provides financial support to K-12 teachers seeking continuing education (i.e.: graduate education or certification) necessary to instruct dual enrollment courses
- School division provides paid dual enrollment teachers to teach college courses over summer months
- School division designates a school division staff member to collect all required documents on behalf of the college and deliver complete sets of documents to the college for one or more of the following areas:
 - Assessment and Program Evaluation
 - Faculty Evaluation
 - Testing and Admissions Materials
- School division provides college textbooks for students enrolled in dual enrollment courses
- In order to receive 10% for this option, at least four of the following best practices must be implemented (**please indicate which four will be utilized**):
 - School division provides transportation for students requiring travel among high schools or to the college in order to attend dual enrollment courses
 - School division provides access to the school division's information technology support and server to enhance support of dual enrollment courses, career coaches, etc.

- School division partners with the college to secure grant funds
- School division develops publications/website to support dual enrollment or college recruitment
- School division provides financial support or human resources for community college recruitment activities
- Local Option: The community college may specify a locally developed option that enhances the collaborative relationship between the community colleges and secondary school division. As with other specified options, this option may be reimbursed up to 10% of tuition.
 - Briefly describe local option: Local division employees will participate in professional development opportunities and training provided through Southside Virginia Community College (for example, Regular and Substantive Interaction training for new dual enrollment instructors).

VCCS-29: Normal Minimum Criteria for Each Faculty Rank

May 2013

	Faculty in Humanities, Social Science, Natural Science, Math, Developmental Studies, English as a Second Language, Administrative and Professional Faculty, Counselors, Librarians		Faculty in Specialized Professional or Technical Associate in Applied Sciences or Art Degree Fields		Faculty in Non-Associate Degree Occupational Fields	
	Initial Appointment/ Promotions	Promotions	Initial Appointment/ Promotions	Promotions	Initial Appointment/ Promotions	Promotions
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
ASSISTANT INSTRUCTOR	Appointment on a temporary or emergency basis for a period of one year for persons who meet most of the minimum requirements for the instructor rank and who show evidence of being able to complete such requirements within one year.					
ASSOCIATE INSTRUCTOR	Appointment as a Level 1 associate instructor requires the same credentials as an instructor or assistant professor. Appointment as a Level 2 associate instructor requires the same credentials as an associate or full professor					
INSTRUCTOR						
Teaching Effectiveness	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
Academic Preparation	Master's in field or Master's with 18 graduate semester hours in teaching field (The minimum requirement for faculty teaching ESL & developmental courses at the instructor level is a baccalaureate degree related to the teaching field.)		Bachelor's in teaching field or Associate's in the teaching field with demonstrated competency in teaching field.		H.S. diploma or equivalent; Associate's or equivalent in teaching field preferred.	
Experience: Related Occupational Experience Total Teaching Experience FT/ Community College Experience	0 years 0 years 0 years		2 years 0 years 0 years		5 years, current experience 0 years 0 years	
ASSISTANT PROFESSOR						
Performance Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation
Academic Preparation	Master's + 24 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field	Master's + 15 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field	Bachelor's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's	Bachelor's in teaching field + 15 graduate semester hours obtained subsequent to the Bachelor's	Associate's or equivalent (Major in teaching field)	High school or equivalent + 30 semester hours toward an Assoc. Degree
Experience: Related Occupational Experience Total Teaching Experience FT/ Community College Experience	0 years 0 years 0 years	0 years 3 years 3 years	2 years 0 years 0 years	2 years 3 years 3 years	5 years 0 years 0 years	5 years 3 years 3 years
ASSOCIATE PROFESSOR						
Performance Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation
Academic Preparation	Doctorate (36 graduate semester hours in teaching field)	Master's + 39 graduate semester hours obtained subsequent to the Master's (for a total of 36 grad hours in teaching field)	Master's related to teaching field + 15 graduate semester hours obtained subsequent to the Master's	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 semester hours obtained subsequent to the Associate's
Experience: Related Occupational Experience Total Teaching Experience FT/ Community College Experience	0 years 6 years 0 years	0 years 6 years 3 years	2 years 6 years 0 years	2 years 6 years 3 years	5 years 6 years 0 years	5 years 6 years 3 years
Minimum VCCS Experience in Previous Rank	0 years	3 years	0 years	3 years	0 years	3 years
PROFESSOR						
Performance Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation
Academic Preparation	Doctorate (36 graduate semester hours in teaching field)	Doctorate (36 graduate semester hours in teaching field)	Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's	Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's	Master's related to the teaching field	Master's related to the teaching field
Experience: Related Occupational Experience Total Teaching Experience FT/ Community College Experience	0 years 9 years Postsecondary 0 years	0 years 9 years 3 years	2 years 9 years Postsecondary 0 years	2 years 9 years 3 years	5 years 9 years Postsecondary 0 years	5 years 9 years 3 years
Minimum VCCS Experience in Previous Rank	0 years	3 years	0 years	3 years	0 years	3 years

(1) Administrative and Professional faculty must receive at least a "good" summary evaluation rating on the most recent evaluation to be considered for promotion

PROGRAM PATHWAYS

Appendix 5a

The following articulates a pathway¹ for a qualifying student² within Mecklenburg High School/Mecklenburg County Public Schools to complete the Uniform Certificate of General Studies (UCGS) through Southside Virginia Community College³ concurrent with high school graduation:

Course	Term Schedule	Location	Delivery method	Credits	Faculty Provided by	Fulfill H.S. Requirement	H.S. Course Name
ENG 111	11th	MCHS	DE/Seated	3	MCHS	YES	DE College Composition I
ENG 112	11th	MCHS	DE/Seated	3	MCHS	YES	DE College Composition II
MTH 161	11th	MCHS	DE/Seated	3	MCHS	YES	DE Precalculus I
MTH 162	11th	MCHS	DE/Seated	3	MCHS	YES	DE Precalculus II
SDV 100	11th	MCHS	DE/Seated	1	MCHS	NO	
HLT 100	11th	SVCC	Online	2	SVCC	NO	
ITE 152	11th	SVCC	Online	3	SVCC	NO	
BIO 101	12th	MCHS	DE/Seated	4	MCHS	YES	DE Biology I
BIO 102	12th	MCHS	DE/Seated	4	MCHS	YES	DE Biology II
ENG 245	12th	MCHS	DE/Seated	3	MCHS	YES	DE Lit I
ENG 246	12th	MCHS	DE/Seated	3	MCHS	YES	DE Lit II
HIS 121	12th	MCHS	DE/Seated	3	MCHS	YES	DE US History I
HIS 122	12th	MCHS	DE/Seated	3	MCHS	YES	DE US History II
PLS 135	12th	MCHS	DE/Seated	3	MCHS	YES	DE US Govt I
PLS 136	12th	MCHS	DE/Seated	3	MCHS	YES	DE US Govt II
MTH 263	12th	MCHS	DE/Seated	4	MCHS	YES	DE Calculus I
MTH 264	12th	MCHS	DE/Seated	4	MCHS	YES	DE Calculus II
PSY 200	12th	SVCC	DE/Seated	3	SVCC	NO	
PSY 230	12th	SVCC	DE/Seated	3	SVCC	NO	
PHI 220	12th	SVCC	Online	3	SVCC	NO	

Notes:

Helpful links:

- SVCC Dual Enrollment website: <https://southside.edu/dual-enrollment>
- Transfer Virginia Portal: <https://www.transfervirginia.org/>
- Transfer Virginia Dual Enrollment Student Guide: <https://drive.google.com/file/d/1g4z65CapRbnFMhooquxNSgkCINsTTWPe/view>

¹Any modifications to the above pathway will be outlined in writing and agreed upon by the College and school division. Any modifications will not prevent students from obtaining the plan's intended credential.

²In order to participate in the above pathway, a student must meet all dual enrollment admission requirements and College program requirements and complete VCCS placement tests. In order to enroll in any of the courses noted in the pathway, all course pre-requisites must be met.

³Program information including purpose, occupational objectives, admission requirements, notes, computer competency requirements, and course requirements may be found in the College catalog found at: www.southside.edu

PROGRAM PATHWAYS

Appendix 5b

The following articulates a pathway¹ for a qualifying student² within Mecklenburg County Public Schools to complete the Associate of Arts and Sciences Degree in General Studies through Southside Virginia Community College³ concurrent with high school graduation:

Course	Term Schedule	Location	Delivery method	Credits	Faculty Provided by	Fulfill H.S. Requirement	H.S. Course Name
BIO 101	12th	MCHS	DE/Seated	4	MCHS	YES	General Biology I
BIO 102	12th	MCHS	DE/Seated	4	MCHS	YES	General Biology II
ENG 111	11th	MCHS	DE/Seated	3	MCHS	YES	DE English 11
ENG 112	11th	MCHS	DE/Seated	3	MCHS	YES	DE English 11
ENG 245	12th	MCHS	DE/Seated	3	MCHS	YES	DE English 12
ENG 246	12th	MCHS	DE/Seated	3	MCHS	YES	DE English 12
HIS 121	11th	MCHS	DE/Seated	3	MCHS	YES	DE US History
HIS 122	11th	MCHS	DE/Seated	3	MCHS	YES	DE US History
HUM 111	12th	MCHS	DE/Seated	3	MCHS	YES	DE Humanities Phil in Lit
HUM 112	12th	MCHS	DE/Seated	3	MCHS	YES	DE Humanities Phil in Lit
MTH 161	11th	MCHS	DE/Seated	3	MCHS	YES	Pre-Calculus I
MTH 162	11th	MCHS	DE/Seated	3	MCHS	YES	Pre-Calculus II
MTH 263	12th	MCHS	DE/Seated	4	MCHS	YES	Calculus
MTH 264	12th	MCHS	DE/Seated	4	MCHS	YES	Calculus
PLS 135	12th	MCHS	DE/Seated	3	MCHS	YES	DE US Govt
PLS 136	12th	MCHS	DE/Seated	3	MCHS	YES	DE US Govt
SDV 100	11th	MCHS	DE/Seated	1	MCHS	NO	
HLT 100	11th	SVCC	Online	2	SVCC	NO	
ITE 152	11th	SVCC	Online	3	SVCC	NO	
PHI 220	12th	SVCC	Online	3	SVCC	NO	
PSY 200	12th	SVCC	Online	3	SVCC	NO	
PSY 230	12th	SVCC	Online	3	SVCC	NO	

Notes:

Helpful links:

- SVCC Dual Enrollment website: <https://southside.edu/dual-enrollment>
- Transfer Virginia Portal: <https://www.transfervirginia.org/>
- Transfer Virginia Dual Enrollment Student Guide: <https://drive.google.com/file/d/1g4z65CapRbnFMhooquxNSgkCINsTTWPe/view>

¹Any modifications to the above pathway will be outlined in writing and agreed upon by the College and school division. Any modifications will not prevent students from obtaining the plan's intended credential.

²In order to participate in the above pathway, a student must meet all dual enrollment admission requirements and College program requirements and complete VCCS placement tests. In order to enroll in any of the courses noted in the pathway, all course pre-requisites must be met.

³Program information including purpose, occupational objectives, admission requirements, notes, computer competency requirements, and course requirements may be found in the College catalog found at: www.southside.edu

Southside Virginia Community College's Lab School Application Review Response

Committee Members,

The SVCA team would like to thank you for the opportunity to provide feedback and additional insight to our lab school application. Below you will find the executive summary. We feel it is important to keep this at the forefront of our submission. Below the summary you will find the responses to each of the inquiries made by the committee. We look forward to continuing this work with the committee.

Mecklenburg is one of the ten counties serviced by Southside Virginia Community College. It is a rural, high poverty county that is historically an agricultural community focused primarily on growing tobacco as the core of its economy for centuries. Intensive labor manufacturing came into the area after the depression of the 1930's, and the state placed its minimum, medium, and maximum security prisons in the area in the 1960s and 1970's. This changed in the 1980's when the local farmers lost the federal tobacco subsidy due to the settlement of tobacco liability with the big tobacco companies, and the loss of the high-labor manufacturing plants with the development of the global economy. Most recently, Microsoft has changed the landscape of the local economy and community. A datacenter was constructed in Boydton Virginia in 2010. This was the beginning of a major investment from the company. Since that time, Microsoft has invested well over 2 billion dollars in the county with plans to open over 40 new data centers by 2033. As impressive as these numbers are, they are only part of the story. Along with a datacenter comes the need for welders, electricians, critical environment technicians, information communication workers, environmental conservation administrators, project managers, logistics personnel and many others. Once Microsoft established a foothold in a community, many other companies followed their lead and now maintain operations in the same localities. Mecklenburg county now has multiple, national and international companies such as Walbridge, MC Dean, Integrated Electrical Services (IES) investing in the area and looking for qualified employees. These opportunities can be categorized into three main scientific tracks; Computer Sciences, Industrial Sciences, and Environmental Sciences, however along with this type of rapid community growth, the Health Science field also rises in terms of need and student opportunity. The SVCA is designed to meet the needs of all four industry sectors.

This monumental change in the economy has created a host of new opportunities for students. Many of the positions now available do not require a college degree. Just a decade ago, in order to make a life sustaining salary, a graduate would have to go to college and most likely move out of the local area or commute to an urban location. Today, the opportunity to make double that amount as an entry level worker is within if the worker has a science background and technical skills.

Microsoft's Chief of Technology, Kevin Scott authored "Reprogramming the American Dream." Mr. Scott was born in the region, experienced a challenging climb to his current position, and has now described Microsoft's early experience in opening the first data center within Mecklenburg County. He describes employees going into a Mecklenburg County high school and their experience asking students if they were familiar with the company and/or

had interest working there. The response by students indicated the need for the SVCA. Since this time, Mr. Paul Nichols, Superintendent of Mecklenburg County Schools, and his team have worked tirelessly to develop six career academies housed within a state of the art, consolidated county high school. Similarly, SVCC has renovated labs, created a mock data center with support from Microsoft, and created three new technical programs to meet economic paradigm shifts.

While students are taking advantage of these recent developments, recent data demonstrates that the majority of the students are not of diverse races and the majority of those selecting technical and scientific pathways are traditionally male. In addition, underrepresented and at-risk students participate less, share less success when participating, and do not qualify for credit bearing opportunities offered through the SVCC and MCPS collaboration.

All of these variables have presented educational and community leaders with a challenge and an exciting opportunity. Unfortunately, many underrepresented and at-risk students have a 9th grade GPA that disqualifies them from participating in the dual enrollment program established by the community college system. This is extremely unfortunate as these students do not get to participate in experiences that may excite them and encourage their future success. The overarching goal of our school will be to improve the GPA of those choosing to participate in the SVCA to a GPA higher than 2.0. By doing so the students will then qualify for existing dual enrollment career and technical programs and enter one of four pathways to address the void identified by Mr. Scott and reinforced by Census and Virginia Employment Commission data. Each pathway provides different opportunities as to the number of credentials and type of certification or degree. For instance, Computer Science students will earn CompTIA credentials on their way to earning a Career Studies Certificate. Energy System students will earn NCCER credentials on the way to earning a Career Studies Certificate. This information is summarized in the application narrative and more detail is provided, at the program level, in Addendum 1.

The SVCA proposes to engage these at-risk students by offering the option to enter into a program specifically designed to increase their understanding of the careers now available in the region. The lab school will provide activities such as blended learning and support services beyond those currently available at Mecklenburg County Public Schools. It is very important for SVCA students to be able to see themselves in these roles and to understand the pathway to these careers is not as distant as they may think. Through the SVCA, students will meet former high school and community college students who now work within the industry sector. Through mentorship, hands-on activities related to the field and support from an advisory committee of like-minded industry leaders, their participation in the SVCA will change the course of their lives. The lives of the students' future families will adopt a new trajectory and through these changed families, the county's poor educational, employment, and economical statistics will improve and move towards the average for the state and nation.

The following are responses to the BOE's Subject Matter Experts' (SME) questions raised during the review of the SVCA application.

1. Executive Summary

1. Purpose

SME review - no additional information requested.

2. Goals and Objectives

SME review - no additional information requested.

3. Instructional Plan

SME review - All but one reviewer found our submission sufficient in this area. One reviewer asked what outcomes students may attain such as what degree, certificate or industry credential.

SVCA - The SVCA offers multiple pathways within four science tracks. Each pathway provides different opportunities as to the number of credentials and type of certification or degree. For instance, Computer Science students will earn CompTIA credentials on their way to earning a Career Studies Certificate. Energy System students will earn NCCER credentials on the way to earning a Career Studies Certificate. Essentially students are working towards either a career studies certificate, certificate, or degree once they are eligible for dual enrollment credits. Students can earn more than one award type. This information is summarized in the application narrative where more detail is provided, at the program level, in Addendum 1.

4. Overview of the sustainability plan

SME review - All but one reviewer found our submission sufficient in this area. One reviewer suggested greater development and asked if the goal was to get an Associate's Degree.

SVCA - The SVCA has a sustainability plan that will allow it to continue after the grant funding period. Initial funding is sought to hire staff to build the programs and renovate a new lab. The reviewer suggested that capital improvements were outside of the guidelines, however it has been deemed appropriate expenses for these funds. The renovation funding will be used to prepare a Critical Environment Lab to prepare students for work in data centers and other industrial settings. This will be the first of its kind for the region. The school will also work to secure private funding from industry. The school will not rely on this funding for sustainability but will only use it

for enhancement, not for operational expenses. The current funding model is sustainable based on SVCC tuition and potential ADM.

Based on the proposed budget, we are requesting the following draws from the Lab School Grant Fund; the sum of \$779,500.00 is requested for the first year of operation. In year two, the amount of \$557,352.00 is requested. The third year request is \$517,937.53. The SVCA plans on a 5% carryover of funding each year to cover unplanned occurrences and provide for the health of the academy. After the third year, the projected operating budget of nearly \$500,000.00 will be provided by SVCC and MCPS. A budget detail is provided in the appendix (Page 18) of this document.

All students who participate in the SVCA will have the opportunity to pursue one of the four dual enrollment pathways once they achieve the necessary admission criteria for SVCC. Students who meet the requirements will be eligible to complete the career studies certificate, certificate, and/or associate degree level programs.

2. Mission and Vision

1. Sol and SOA

SME review - no additional information requested.

2. Academic Concentration

SME review- no additional information requested.

3. Core Philosophy

SME review - one commenter stated our core philosophy which is found in the philosophy section of the narrative. Another commenter stated that we needed to further define the outcomes of the lab school.

SVCA - Southside Virginia Community College serves as a gateway to education, training, and employment opportunities by providing relevant and innovative programs responsive to the diverse communities we serve in a student-centered, inclusive learning environment.

Building upon SVCC's mission, the Southern Virginia Career Academy believes that MCPS students should have the opportunity to engage with career exploration and workforce development before they leave high school in an effort to combat their socio-economic disadvantages. All too often, life circumstances produce barriers that many at-risk students find insurmountable after leaving high school. By engaging students early and giving them the option to participate in the SVCA, underrepresented and at-risk students who have not been eligible to participate in dual enrollment programs due to low performance will now have access to resources and experiences to help elevate their success. By introducing the SVCA to students in their 8th grade year, sufficient time will remain to increase their high school GPA to

2.0 or higher before qualifying for dual enrollment programs in their 10th grade year. Once they achieve the 2.0 GPA they will matriculate into one of the four science pathways and attain credentials, certifications and potentially an Associate's degree through SVCC.

4. Target Population

SME review - All but one reviewer found our submission sufficient. One reviewer asked what credentials were being offered and if the end goal was an Associates Degree.

SVCA - The target population is those students who face significant socioeconomic challenges and fall between a gpa of 1.5 and 1.99 in their 8th and 9th grade years. The students will be identified, offered the opportunity to join the lab school and receive services through a cohort model that will prepare them to achieve at least a 2.0 gpa and qualify for technical dual enrollment programs offered in the Lab School. The SVCA offers multiple pathways within four science tracks. Each pathway provides different opportunities as to the number of credentials and type of certification or degree. For instance, Computer Science students will earn CompTIA credentials on their way to earning a Career Studies Certificate. Energy System students will earn NCCER credentials on the way to earning a Career Studies Certificate. Students who meet the requirements will be eligible to complete the career studies certificate, certificate, and/or associate degree level programs. This information is summarized in the application narrative and more detail is provided, at the program level, in Addendum 1 (certifications) of the original application.

3. Educational Program

1. State Standard Alignment

SME review - One reviewer found the information sufficient and the other did not comment.

2. Scientific Based Research Strategies for Instruction

SME review- One reviewer asked for a well defined instructional model.

SVCA - The SVCA will employ a variety of instructional models. As students enter the school in the 9th grade, they will enter into the AVID curriculum. AVID classrooms use student-centered learning to promote team building through active communication strategies. This is necessary to develop a cohort foundation that will support students and allow them to grow and improve before entering into one of the four pathways. Each AVID teacher is a reading teacher, a writing teacher as well as a content teacher. They work on team building and on soft skills such as time budgeting and communication skills. Once the Dual Enrollment science curriculum is entered, the

strategies will include several models depending on their program. The models include direct instruction, indirect instruction, student-centered, and the Five Element model as students complete increasingly complex learning activities. The Five Element model has been employed for decades and is well suited for STEM education. Research has demonstrated that students learning in this model retain scientific information longer and score higher on standardized assessments than traditional learning models focused on the same content (Cetin & Seker 2022).

Çetin, S. & Şeker, R. (2022). The Effect of the 5E Model STEM education on the Science Academic Achievement of Secondary School 6th Grade Students. *Journal of STEAM Education*, 5 (1), 55-67.

There are many more references we could add but this one seemed to be succinct. If more information on the models are needed, we are happy to provide it. Please understand that our Lab School begins with the same foundation, AVID, but blossoms into different pathways so that not every program will use the exact same instructional model or strategy.

3. Internal and External Assessments to SOL

SME review - no additional information requested.

4. Plan for Serving Students with Needs

SME review - no additional information requested.

5. Procedures for Corrective Actions

SME review- no additional information requested.

6. Enrollment Per Grade and Class

SME review - no additional information requested.

7. Proposed Calendar

SME Review - One reviewer requested more detail on the SVCC schedule including travel between sites.

SVCA - The schedule for SVCA will be primarily the same as MCPS since the lab school will be housed on that campus and the first set of courses will be part of the student's regular schedule. Once students become eligible for dual enrollment, students may then be traveling in the mornings to the SVCC centers for those particular programs. Students would be at the SVCC campuses half the day and then return to the SVCA for their high school coursework. Ultimately, both Mecklenburg's and SVCC's calendars are utilized for the SVCA. We provided links to both in our original narrative. The block and semester level schedule is reflected in Addendum 1.

If another document is needed with travel times, this can be provided; however the Lake Country Advanced Knowledge Center is only 10 minutes from the high school and the Christanna Campus is 25 minutes and therefore contained within the 4X4 block schedule. Travel times will not exceed 35 minutes so the block schedule can be maintained.

8. Performance Based Goals

SME Review- no additional information requested.

9. SOL Framework

SME Review - no additional information requested.

10. Assessment Plan

SME Review - no additional information requested.

11. Additional Assessments

SME Review - no additional information requested.

12. Alternative Accreditation Plan

SME Review - no additional information requested.

13. Partnerships

SME Review - no comments but a reviewer asked a procedural question that seems to be geared towards the board and not the applicant.

14. Virtual Learning

SME Review - no comments needed - only positive feedback

4. Governance

1. Background on Governing Board

SME Review - no additional information requested, only positive feedback.

2. Organizational Structure

SME Review - no additional information requested.

3. Management Team

SME Review - Question raised by reviewer concerning teacher and director qualifications.

SVCA - Currently the DOE allows high school credit to be awarded for classes taught by an IHE accredited teacher. Similarly, the DOE allows high school CTE credit for

IHE classes that are accredited by governance agencies such as NATEF and VADPOR. All DE faculty provided by SVCC are SACSCOC accredited. All AVID faculty will follow the DOE’s requirement for licensure in K-12. The director is a dean level position for the VCCS. The minimum requirements are a Master’s Degree in one of the science disciplines or education. In addition to these qualifications, holding a DOE administrative license will be a preferred qualification. MCPS is hiring a lab school administrator within their budget to serve as a liaison between the public school system, the community college, and the lab school leadership. This position will report directly to the MCHS principal. This model will ensure coverage and compliance of both VADOE and VCCS policy. Additionally, the two partners, SVCC and MCPS have a lengthy history of collaboration. Evidence of this is found in the 22-23 Dual Enrollment Contract attached to the email containing this document.

Below is a chart of important positions in the SVCA, the reporting structure, and the required qualifications.

Position	Reports to	Qualifications
Lab School Director*	Lab School Board	Masters Degree required, Doctorate and K-12 Administrative License preferred
WBL Coordinator*	Lab School Director	BS. Masters preferred, DOE K-12 Licensure preferred
Success Coach*	Lab School Director	BS. Masters preferred, DOE K-12 Licensure preferred
SVCC faculty	Dean of SVCC	Differs by program, BS for technical programs, MS for transfer, H.S. diploma & career experience for trades
High School DE faculty	MCHS Principal/ Dean of SVCC	Differs by program, BS for technical programs, MS for transfer, H.S. diploma and career experience for trades
Lab School Liaison	MCHS Principal	BS. Masters preferred, DOE K-12 Licensure required
AVID cohort instructors*	MCHS Principal	BS. Masters preferred, DOE K-12 Licensure required
AVID trained HS teachers (stipends*)	MCHS Principal	BS. Masters preferred, DOE K-12 Licensure required
* positions covered by Lab School grant funding.		

5. Management Structure

1. Staffing chart for the lab school’s first year and a staffing plan for the term of the contract.
SME Review - Comments from three reviewers, all asking for additional information.

SVCA - With the college being the applicant, it is imperative to note that the college would be the employer of any positions created to support the lab school's administrative functions and needed instructors to meet the mission of the school.

The previous staffing structure was given as a reference to the partnership that currently exists and will be used to support the schools' efforts through the MOU for services. MCPS would also hire in accordance with the MOU to address any staffing needs.

2. Plans for recruiting and developing Lab School leadership and staff.

SME Review - Two reviewers commented on sustainability and recruiting efforts.

SVCA - Efforts will consist of standard state job posting practices, job fairs, and active recruiting practices such as social media posts, LinkedIn, etc. In addition, the VCCS level of Director is generally paid at a higher rate than that of a school principal. This should increase the number of applicants for this position. Also, Mecklenburg County Public Schools will hire an Administrator of CTE and Lab School person who will work closely with SVCA staff and serve as a liaison between SVCA staff and high school administration. An administrative level staff member working with the SVCA will balance the college's commitment to assigning a dean to the project. This team will ensure leadership and communication across institutions. By both partners being dedicated to the success of this school and assigning administrators who are not being paid by the grant, the amount of funding needed for sustainability is decreased.

3. A description of the academic/professional experience/qualifications of the lab school's leadership and proposed faculty who will teach at the lab school.

SVCA - Again, there is inconsistency in the college and k12 expectations and the reviewers are asking how the two co-exist in this application process. Ultimately, any personnel hired by the college will follow the college guidelines for employment. If MCPS hires, the college will also credential the candidates to ensure guidelines are met, but the county will credential any instructor they hire according to VDOE requirements.

4. Teacher licensure requirement

SVCA - All school personnel, including faculty, will adhere to the appropriate licensure requirements set forth by the VADOE and the VCCS. All of the supporting AVID teachers will have earned a BOE license and only receive a stipend for their participation in the program. Also, the AVID teachers will be licensed through the VA DOE. All DE faculty provided by SVCC are SACSCOC accredited. All AVID faculty will follow the DOE's requirement for licensure in K-12. The director is a dean level position for the VCCS. The minimum requirements are a Master's Degree in one of the science disciplines or education. In addition to these qualifications, holding a DOE administrative license will be a preferred qualification. MCPS is hiring a lab school administrator within their budget to serve as a liaison between the public school system, the community college, and the lab school leadership. This position will report directly to the MCHS principal. This model will

ensure coverage and compliance of both VADOE and VCCS policy. A chart of the positions, reporting structure and qualification requirements is given above on page 8 of this document.

5. Leadership employment policies, performance plans, etc.

SME Review - One reviewer asked for additional information about existing practices, evaluations of teaching staff, and differences to other employees (depending on employer).

SVCA - SVCC ensures quality of programs and instruction by numerous processes. First, all faculty are evaluated each year. New faculty are evaluated twice in their first year. The evaluation consists of their professional development activities, service to the community, teaching effectiveness, and scholarly achievement. These evaluation metrics are discussed each year with the dean and plans are laid out for the coming year. In addition to this, every class is given the opportunity to submit anonymous class evaluations. The college uses IOTA to keep statistics which can help identify both exemplary teachers and areas of improvement within our instructional staff. Finally, every science academic program is evaluated annually with a major assessment conducted every three years. This in depth evaluation covers demographics of student success, credential pass rates, and allows the faculty to set programmatic goals as a team.

Every faculty member within the SVCA will participate in SVCC's regiment of evaluation practices. In addition, the courses which occur within Mecklenburg County High School will also adhere to their in-house evaluation system which includes a class observation each school year. In addition, each new faculty member will be assigned both a high school mentor and a SVCC mentor as support until they are fully acclimated to the position. It will be the responsibility of the director to report data to the board, to parents, and to the public. This will be done indirectly through the current communication channels operated by SVCC and MCPS and it will be done directly through the SVCA's website, newsletters and social media channels. Finally in cases where a single teacher is employed by both the high school and the community college, the instructor will be evaluated by both entities. This is currently being done for DE faculty also employed full time by high schools in our service area.

6. Teacher qualifications

SME review - One reviewer asked who the employing agency is and gives the SVCC policy reference (no link was provided). Provide Link & Discussed - waiver possibly needed.

SVCA - SVCC is the employing agency for the Director, the WBL coordinator, and the Success Coach. These positions will be classified as administrative faculty for the college. Here is the referenced policy for administrative and teaching faculty:

<https://docs.google.com/document/d/1wvJ4xQsGLSDuac254SkiUZ6l89isgrJpiKtLm-MXcp>

[w/edit](#). AVID faculty will follow the VA BOE licensure requirements and meet SVCC's requirements of a B.S. or B.A. to teach the beginning SDV course as the first step of the SVCA. Dual enrollment faculty employed by MCPS will also follow the same licensure requirements. Due to the dual enrollment contract, no waiver is needed. For faculty employed by the college who are teaching dual enrollment courses in DOE approved programs. A chart of school leadership and faculty can be found on page 8 of this document.

7. PD programs

SME review - One comment was in reference to accessibility to professional development, needs specific PD if known. Details about subs for training days, etc to ensure attendance to PD in normal work hours, how does PD support performance

SVCA - All SVCA faculty will participate in PD from two sources; those offered by the high school system and those offered by SVCC. This allows SVCA faculty to make use of two funding sources for faculty and staff enrichment. Both SVCC and Mecklenburg County High School have Perkins funding set aside for PD. This is in addition to the college's normal PD budget which will be available to all SVCA faculty. Much of the PD opportunities are discipline specific. For instance, all of the Computer Science faculty have the opportunity to travel to the annual CompTIA conference. Similarly, Automotive instructors are required by NATEF/ASE to do annual PD. Travel monies to support national and international conferences and PD opportunities. Finally, hundreds of PD courses are available through the Commonwealth of Virginia's Learning Center. The Commonwealth of Virginia Learning Center (COVLC) is a Web-based application that delivers self-study training topics to your desktop, as well as, tracks your progress through the training. All SVCA faculty and staff will have access to this system. As a benefit of working for SVCC, all faculty and staff are eligible to take 6 college credits at no charge if offered by the college. In addition, the college has an educational assistance program that helps pay for college courses taken at other institutions.

The college will work collaboratively with the high school to provide subs for days faculty are away attending professional development when necessary. Much of the PD opportunities do not interfere with normal instructional days.

8. Provisions of evaluations

SME Review - One commenter expresses concern of who employees, evaluates, and governs.

SVCA - All SVCA personnel will be SVCC employees. All teaching and staff positions will go through the state system's hiring and credentialing process. For AVID instructors, they will also be required to secure and maintain a VADOE teaching license. All SVCA staff will follow SVCC's employee evaluation process. This extensive process is available for review by following this link:

<https://drive.google.com/file/d/1-fzG4gH8Suj4xL-jLKIWIeKTI-cCp2yh/view> The director will report to the SVCA board. An annual 360 evaluation will be conducted and reviewed by the board. Similarly, all non-teaching personnel hired in the SVCA will report to the director and undergo the same evaluation process. This policy is designed to promote excellence, ensure regular growth and professional development, and address areas of concern and potential improvement.

9. Human Resource Policy

SME Review - Commenter expresses concern of who employees, evaluates, & governs.

SVCA - As noted above, the college will bear the responsibility of hiring personnel. They will follow the state's evaluation process as defined by the VCCS. AVID instructors will maintain a VADOE license and meet the qualifications to teach the introductory college courses for SVCA. A chart with more information can be found on Page 8 of this document.

10. Explanation of partners and contracts

SME Review - One commenter says details on partnerships should be dug into and details given. Provide existing MOU and DE contracts, Provide the Code of VA 22.1-349-3 C. Another comment was that additional, explicit details are needed for contractual items for food services, transportation, health, custodial, etc.

SVCA - The largest collection of science labs offered by SVCC are a 10 minute drive from the high school. This allows for students to arrive at the high school, ride a bus to the labs, learn for three hours, and then return to the high school for lunch and afternoon classes. This ensures that high school students participating in the lab school receive all the support services offered by both SVCC and MCPS. The lab school will offer some science tracks at the high school so no transportation will be required. Also, afternoon classes will be offered at SVCC's off campus locations to give students flexibility in scheduling. Student A may begin her day at the Lake Country Advanced Knowledge Center and then return for lunch and afternoon classes while student B will learn at the high school through lunch and then travel to the location. Student C may take AVID in the morning and remain at the high school for afternoon Agricultural Science classes. This student will receive college credit and not leave the high school. The critical piece to this program is the AVID cohort model. Students may take AVID in the morning or afternoon but the cohort is the foundation and where SVCA will focus its efforts to ensure success. Because each SVA student will spend at least half of a day, including lunch at the high school, the SVCA does not need a separate meal or transportation system. Custodial services are site specific. SVCC will maintain the facilities of the buildings they operate in and the same is true for the high school. The partnership increases the service available to SVCA students. For instance, a student can visit counseling services offered by the high school and the college. The two partners, SVCC and MCPS have a lengthy history of collaboration.

Evidence of this is found in the 22-23 Dual Enrollment Contract attached to the email containing this document, as well as a sample MOU.

11. Terms and conditions of employment

SME Review - One reviewer asked for more information.

SVCA - All terms and conditions of employment will follow MCPS and VCCS policy. The director and school staff will be employees of SVCC. Shared employees, such as those being paid full time by the high school and also teaching credit bearing classes will adhere to high school terms and conditions of employment and also go through a verification process established by the VCCS/SVCC HR policy. The process will ensure that such faculty are credentialed to teach credit bearing classes. All faculty that are employed full time or part time by SVCC alone and offer dual credit classes will follow the terms and conditions of employment for SVCC.

12. Involvement of parents, stakeholders, community members

SME Review - Need more information on parental involvement

SVCA - Parents are the most important stakeholders as they are investing more than any other group. Their involvement has been considered all through the process. As a small and rural community, the majority of our industry representatives also have children in the MCPS system. This participation is by happenstance but should not be overlooked. Many of the people who have shouldered into this project have a vested interest in making it work and seeing it succeed because of their children's participation in the school system. This is true of both the dean and the Coordinator of Dual Enrollment of SVCC. In addition to this participation, the SVCA will also implement a parental advisory group. This group will provide feedback and direction to the director and allow leadership to understand the student's experience as seen by the parents. The director will report findings to the SVCA board each semester.

Industry stakeholders will hold positions on the SVCA board. At least one from each science pathway will participate on the board and offer industry feedback and direction to the project. In addition, each of the pathways has its own advisory board which helps respond to industry developments. These are required to meet at least annually by the VCCS. Community input will be sought after through surveys and information sessions throughout the project. The director will maintain an active social media profile and illicit public comment and feedback continually.

13. Plans for recruitment and open enrollment

SME Review: Concern raised for entrance and exit of students, need more information on process.

SVCA - Normally, word of mouth determines the success of a new school curriculum at a small, rural school. The SVCA will have the benefit of two Perkins' funding streams to promote the programs. In addition, the program will make use of the college's marketing funding and efforts and will focus on those students entering 9th grade, however, students are eligible for enrollment in the lab school as 9th - 12th graders.

Both the community college and the high school commit to expanding the enrollment to accept all interested students. SVCC is an open enrollment institution and capable of expanding to accommodate additional students. The high school will use the increase of ADM to hire additional staff to cover any increase in participation. For the first year, a pilot of 50 students will be chosen through a lottery system. This lottery will be drawn in April of 2024 and will be put in place for the first cohort and only if there are more applications than 50. Of the 50 seats, 45 will be available for residents of Mecklenburg County and the remaining 5 (10%) will be held for students who reside outside of Mecklenburg County. This will result in two lottery processes, one for the 45 students that are in the district and another for the students interested in coming from out of the district. If seats are not filled for out-of-district students, the remaining seats will be drawn from the waiting list of the in-district applicants.

The lottery will be transparent, random, and conducted in accordance with state policy. The lottery will only use the data of the students' names and addresses; it will not contain any demographic information. Students must first qualify for admission based on the admission criteria (GPA of 1.5 to 1.99 with risk factors) and have a complete application packet. The lotteries will be conducted via computer-based drawings and will consist of all new SVCA applicants respective of their district statuses.

14. Enrollment related policies and procedures

SME Review: Comment on enrollment being open to all the Commonwealth's students. Need to add the admissions communication and transparency steps.

SVCA - SVCA will be open to all students in the Commonwealth of Virginia. A list of 8th grade students who have the identified risk factors will be queried from Mecklenburg County student data. This will represent the marketing framework for advertising. Students who decide to participate will fill out a SVCA application and submit all required documentation. Once a student has been admitted, the applicant will have an interview with the director and staff to determine each student's individual needs and challenges. This is the first step in the relationship between the staff and the student. Students will begin their first semester with a SVCA schedule (through the master schedule of MCPS) and services aligned with their home school and SVCA objectives and graduation requirements. Students will remain on the SVCA/MCPS master schedule with wrap-around services until they become eligible for dual enrollment pathways. Once a student is eligible for the college pathways, the student will apply for admissions to SVCC. It is at this point that students will choose one of the four science pathways to pursue. The first AVID class that bears SVCC credit will begin during the first semester of the students'

ninth grade year. Students not eligible for college credit will continue to work towards eligibility with additional support services and focused mentoring and tutoring opportunities.

Students from home, private, or christian schools will have the option to participate in SVCA. The Superintendent of Mecklenburg has agreed to pay the tuition of the SVCA for any student residing in Mecklenburg County who registers as a half day Mecklenburg County Public School student. Out of county students may pay tuition set by the school board in order to participate in Mecklenburg County Public Schools. No additional charges will be made by the SVCA.

As with all dual enrollment programs, SVCC will utilize career coaches and coordinators of dual enrollment to have students apply and matriculate into the programs. Admissions materials will be made available both at SVCC and MCPS. In addition, there will be an interest form promoted on the school website and through social media where more information about admissions can be located.

15. Code of Conduct policy

SME Review - no additional information requested.

16. Start up plan

SME Review - Commentor requests more details concerning tasks, timeline, and responsible parties.

Tasks	Responsible Party	Timeline
Establishment of Lab School	BOE/SVCA	June 2023
Hire Essential Staff	SVCA/MCPS	July - Dec 2023
Marketing and Development	SVCA/MCPS	August - March 2024
Student Recruitment	MCPS and SVCC	October 2023 - March 2024
Application Submissions	MCPS Students	January - March 2024
Lottery Selection for Enrollment	SVCA	April 2024
Admissions Processes	SVCA Administrative Team	May 2024
Enrollment/Scheduling	SVCA and MCPS	June 2024
SVCA AVID Cohort Begins	SVCA and MCPS	August 2024
SVCA 1st Cohort begins DE Pathways	SVCA and MCPS	January 2025

17. Co-Curricular and Extra-Curricular Activities

SME Review - one reviewer asked if students can still play sports.

SVCA - Students will be dually enrolled which makes them eligible for sports under the MCPS athletics program.

18. Operational incentives with school divisions

SME Review - no additional information requested.

6. Financial and Operations

1. Financial Plan and policies

SME Review - one reviewer asked for a broader description of overall financial plans.

SVCA - A refined budget table has been created for the committee that reflects a more comprehensive set of projected revenues and expenses. See Response Appendix 1. All financial policies will follow the VCCS policies as the SVCA will be governed by the community college system. See Section 4 in the VCCS Board Docs Policies (<https://go.boarddocs.com/va/vccs/Board.nsf/Public>).

2. Start Up and 5 yr budget

SME Review - One reviewer stated there were no details on the five year budget (revenues and expenses).

SVCA - A refined budget table has been created for the committee that reflects a more comprehensive set of projected revenues and expenses. See Response Appendix 1.

3. Start Up and 5 yr cash flow

SME Review - One reviewer asked for more details on the per pupil funding.

SVCA - A refined budget table has been created for the committee that reflects a more comprehensive set of projected revenues and expenses. See Response Appendix 1. If additional details are needed, we'd be happy to explain further.

4. Evidence of anticipated fundraising

SME Review - no additional information requested.

5. Insurance coverage, liability, health, property, etc.

SME Review - While marked sufficient, one reviewer stated that policy types could be shared but found the application response was sufficient and one reviewer commented that the Code of VA should be shared.

SVCA - Code of VA:

<https://law.lis.virginia.gov/vacode/title2.2/chapter18/section2.2-1837/>

The current Dual Enrollment contract has also been attached for reference to present partnership and contractual relationship.

6. Justification of each type of insurance coverage sought
SME Review - no additional information requested.

7. Facilities plan

SME Review - One reviewer stated the plan was lacking details for the eight components.

SVCA - The facilities plan consist of utilizing the existing facilities (with some renovations to labs and adding equipment). The current Dual Enrollment contract has also been attached for reference to present partnership and contractual relationship for facilities and instruction.

8. Description of whether transportation services will be provided.
SME Review - no additional information requested.

9. Description of transportation services

SME Review - While marked sufficient, one reviewer added a note to confirm transportation for those with disabilities.

SVCA - MCPS will provide all transportation which includes transportation for any student with disabilities. This will be included in the MOU between SVCA and MCPS.

10. Description of food service operations

SME Review - While marked sufficient, one reviewer asked when students would have access to meals.

SVCA - Students will be provided meals during their MCPS scheduled block. Students will routinely eat meals after the SVCA/SVCC morning blocks (considered 1st and 2nd). If students participate in afternoon cohorts (considered 3rd and 4th) they will eat before leaving for another campus.

7. Placement Plan

1. Identification of a member of the Lab School's leadership point of contact for all activities
SME Review - no additional information requested.
2. Notification process for parents/guardians of students attendingtermination
SME Review - no additional information requested.
3. Notification process to parents/guardians of students for placement ...termination
SME Review - no additional information requested.
4. Provisions for ensuring that student records are provided to parents/guardians
SME Review - no additional information requested.
5. Placement plan for employeesclosure
SME Review - no additional information requested.
6. Close out plan related to finance obligations and audits,closure
SME Review - one reviewer asked for more details for individual components for this item.

SVCA - The close out plan will follow the VCCS policy for closures of accounts. The Policies are located at: <https://go.boarddocs.com/va/vccs/Board.nsf/Public#>
Records are disposed of based on the Library of Virginia regulations and will be housed at the college until the time to dispose of them (Library of Virginia: [Records Retention Schedules](#)). Any curricular programs that are closed will follow the VCCS protocols and a teach out plan will be put in place.

7. Other Assurances and Requirements
SME Review - no additional information requested.
8. Description of policies and procedures for compliance with federalrecord retention
SME Review - no additional information requested.
9. Evidence of accordance with federal and state laws FIA
SME Review - no additional information requested.
10. List of all waivers to state regulations
SME Review - no additional information requested.
11. Description of collaborative partnerships
SME Review - no additional information requested.

12. Description of all agreements that the applicant may need in contract with the board related to release of the school form state regulation.

SME Review - no additional information requested.

13. Description of how the applicant and members of the governing board will disclose any conflicts of interests

SME Review - no additional information requested.

14. Conflict of interests disclosure

SME Review - no additional information requested.

Response Appendix 1 Budget Detail

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Lab School Grant Funding	779,500.00	557,352.00	517,937.53	0.00	0.00
Allocation (per student x current enrollment)	0.00	772,500.00	1,030,000.00	1,287,500.00	1,545,000.00
Donations	0.00	25,000.00	35,000.00	45,000.00	55,000.00
Carryover from previous year	0.00	39,000.00	69,700.00	82,600.00	70,800.00
Total Revenue	779,500.00	1,393,852.00	1,652,637.53	1,415,100.00	1,670,800.00
Expenses					
Personnel SVCC	0.00	205,625.50	296,603.12	296,603.12	296,603.12
Personnel MCPS	0.00	157,195.40	200,000.00	200,000.00	200,000.00
Personnel SVCA	325,600.00	333,451.00	341,537.53	57,546.88	171,796.88
Equipment	55,000.00	45,000.00	20,000.00	0.00	0.00
AVID License	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
AVID full time instructor	63,900.00	63,900.00	63,900.00	63,900.00	63,900.00
Marketing	20,000.00	15,000.00	10,000.00	10,000.00	10,000.00
Travel	0.00	5,000.00	5,000.00	5,000.00	5,000.00
Math Consulting/stip ends	25,000.00	25,000.00	10,000.00	0.00	0.00

Critical Environment Lab Renovation LCAKC	221,000.00	20,000.00	10,000.00	0.00	0.00
Staff/faculty development etc.)	5,000.00	15,000.00	12,500.00	12,500.00	12,500.00
Consumables for technical program	0.00	10,000.00	20,000.00	30,000.00	30,000.00
MCPS MOU Services (transportation, meal service, counseling)	0.00	386,250.00	515,000.00	643,750.00	772,500.00
Carryover (+/- 5%)	39,000.00	69,700.00	82,600.00	70,800.00	83,500.00
Total Expenses	779,500.00	1,376,121.90	1,612,140.65	1,415,100.00	1,670,800.00
Total Income	0.00	0.00	0.00	0.00	0.00

* After the third year of operation, funding for these items will convert to in kind, Perkins, Equipment Trust Fund allocations, and other budgetary sources managed by MCPS and SVCC to ensure sustainability of the SVCA. Carryover increases each year in an effort to sustain the SVCA personnel. We plan to absorb the cost of these positions until the school can sustain them.

**MEMORANDUM OF UNDERSTANDING
BETWEEN CAREER TECH ACADEMY
PARTNERSHIPS
MECKLENBURG COUNTY PUBLIC SCHOOL SYSTEM (SCHOOL DISTRICT),
SOUTHSIDE VIRGINIA COMMUNITY COLLEGE (COLLEGE), AND THE
SOUTHERN VIRGINIA HIGHER EDUCATION CENTER (SVHEC),**

This Memorandum of Understanding (MOU) is entered into as of the 12th day of September, 2022 by and among the Mecklenburg County Public School System (hereinafter "School District"); Southside Virginia Community College (hereinafter "College"); and the Southern Virginia Higher Education Center (hereinafter "SVHEC"), and collectively referred to as the "Parties" in this MOU. This MOU will be effective for the school year **2022-2023**.

I. Purpose

The purpose of the Memorandum of Understanding (MOU) is to describe the responsibilities, roles and relationships of the College, School District, and SVHEC for the purposes of implementing and operating the Career Tech Academy (Level I), a regional career technical education center located on the SVHEC campus and developed for three public school systems in Charlotte, Halifax, and Mecklenburg Counties.

II. Background

The Career Tech Academy (CTA) is a hands-on regional technical training center located at the SVHEC available to high school students from Charlotte, Halifax, and Mecklenburg County Public School Systems who are enrolled in dual enrollment programs offered by the College. High school students may earn high school credit and community college credits, a Career Studies Certificate from the College, and an Industry Endorsed Credential. This MOU establishes the financial model and other unique attributes that pertain only to the College's dual enrollment offerings available on the SVHEC campus through the Career Tech Academy. SVHEC is not a party to separate dual enrollment agreements between the College and participating School Districts executed according to the approved Concurrent Enrollment Quality Standards in VCCS Policy Manual Section 6.7.

Each party does hereby agree to the following:

- (1) The College will make available college-level courses to students of the School District at the Career Tech Academy on the campus of SVHEC commencing in the fall **2022** semester. Initial course offerings for CTA Level I are listed in Attachment 1, incorporated herein by reference.
- (2) Subsequent courses to be offered will be established by mutual agreement of the Parties for the fall and spring semesters.
- (3) All Parties will mutually determine the census date for particular courses within VCCS guidelines. Prior to the agreed-upon census date, the SVHEC reserves the right to cancel any class sections based on enrollment, qualified instructor or available equipment and facilities. Upon agreement of the Parties, new sections can be added no later than the census date for the class.

- (4) For courses taught by the SVHEC by a College credentialed SVHEC staff member as defined in Attachment 2, and in consideration of the School District's and SVHEC's promotion of dual enrollment opportunities to students, the College will pay the School District the prescribed cost with the use of scholarships under the following conditions:
 - School District will pay to the College mandatory tuition for each student enrolled at the Career Tech Academy (Level I) located on the SVHEC campus.
 - College will provide scholarships to School District for one out of every two students enrolled up to 20 maximum overall CTA enrollment, with scholarships funds awarded to the College.
 - College will pay SVHEC 85% of the mandatory tuition for each student enrolled at the Career Tech Academy (Level I) with the SVHEC each semester to cover the cost of instruction, use of facilities, consumable materials and credential and assessment fees.
- (5) The School District and SVHEC shall provide a pathway for participating students to sit for the third-party industry credential assessment that is listed with coursework and programs on Attachment 1. The fee for the assessment will be paid by the SVHEC from funds received from the College. The students can take the assessment up to two times to obtain success.
- (6) School District shall enroll a minimum of **six** students in Energy Systems Technology (Mechatronics) each semester.

If one of the other Public School Systems participating in the Career Tech Academy (Level I) wishes to use one of the School District's minimum enrollments, and the School District allows the use by the other Public School System, then the School District will not be responsible for the tuition. The other Public School System will be responsible for the tuition.
- (7) All course textbooks, materials, and supply costs will be paid by the SVHEC from funds received from the College.
- (8) The selection of SVHEC staff to teach all CTA coursework governed by the terms of this MOU will be pursuant to the requirements set by the College. These requirements include that SVHEC staff assigned to teach CTA coursework will meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 2) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and will comply with policies and procedures required by the College in connection with its course offerings to School District students.
- (9) Evaluation
 - SVHEC Staff Evaluation - The College will evaluate the effectiveness of each

SVHEC staff teaching CTA coursework under the College's guidelines and procedures for adjunct faculty.

- Student Evaluation - The College will obtain student evaluations of SVHEC CTA staff each semester for each course offered in the CTA program, using substantially the same format as that used for adjunct faculty of the College. The College will compile the results of the student evaluations of teaching effectiveness and share them with the academic dean or designee, the SVHEC designee and the SVHEC CTA instructor for the course, and the designated School District representative.
- (10) The College and/or SVHEC, through the SVHEC staff, will provide the appropriate School District officials with progress reports on each student according to a schedule agreed upon between the Parties in advance of each semester.
 - (11) School District will provide to the College and SVHEC testing scores for students who take the PSAT, SAT, ACT or SOL in lieu of the Virginia Placement Test within a prescribed period of time, according to established college procedures.
 - (12) School District will provide a list of courses and enrollments for each class section to the SVHEC.
 - (13) SVHEC staff will report grades to the College and School District within a prescribed period of time, according to a schedule agreed upon between the Parties in advance of each semester.
 - (14) The effectiveness of the CTA program will depend upon collaboration between the Parties to evaluate student learning outcomes, program learning outcomes, instructional effectiveness and longitudinal outcomes. This evaluative process shall be coordinated by the College with support from the SVHEC and School District to implement and collect information and data in a timely manner.
 - (15) The Parties shall provide tracking data on the performance of CTA students, including credits completed, college courses attempted and completed, third party industry assessments attempted and completed, cumulative GPA, high school graduation data, and other data agreed upon. The specific data elements will be reported by the College on a regular basis and shared with SVHEC and the School District. All data shall be gathered and reported in accordance with the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) and all other federal and state laws and regulations related to the protection of student information and records.
 - (16) Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the Parties in writing before each term begins and applicable at the SVHEC.
 - (17) The SVHEC reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected

after the first semester and to withdraw the student from the course. Any academic adjustments and reasonable accommodations made to a course taught pursuant to this MOU shall be in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, respectively.

Contact persons for this MOU are:

- the School District: Division Superintendent
- the School: High School Principal
- the College: SVCC President, Dr. Quentin R. Johnson
- the SVHEC: SVHEC Executive Director, Betty Adams

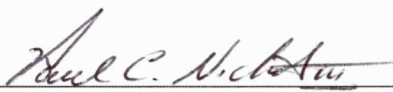
Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this Agreement, to the extent authorized by Virginia Law. Nothing in this Agreement shall serve to waive or abrogate the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia Law.

The relationship between the Parties is that of independent contractors. Nothing contained herein shall be construed as constituting any other relationship between the Parties.

If any Party wishes to terminate this Agreement, a written notice must be provided to the other Parties within 180 days of the requested termination date. Termination will not take place until CTA courses in progress are completed.

The College will provide 60 days' notice if scholarship funding is unavailable.

Signatures:



Mr. Paul Nichols, Superintendent
Mecklenburg County Public Schools

9/12/22

Date



Dr. Quentin Johnson
Southside Virginia Community College

9/16/2022

Date

Betty H. Adams

Dr. Betty Adams, Executive Director
Southern Virginia Higher Education Center

Digitally signed by Betty H. Adams
DN: cn=Betty H. Adams, o=SVHEC, ou,
email=bettyadams@svhec.org, c=US
Date: 2022.03.31 11:11:26 -04'00'

3/31/2022

Date

Attachment 1

Southside Virginia Community College (College)
Mecklenburg County Public Schools (School District)
Southern Virginia Higher Education Center (SVHEC)
Academic Year 2022 - 2023

Possible Course Offerings at the Southern Virginia Higher Education Center for Career Tech Academy Level I

Course Offerings are subject to change based on availability of qualified instructors, course enrollment, available time slots, and per the request of School District.

Career Tech Academy

Network and Computer Support Career Study Certificate*

ITN 107 Personal Computer Hardware - 3 credit hours

ITN 106 MicroComp Operating Systems - 3 credit hours

ITN 111 Server Administration - 3 credit hours

ITN 260 Network Security Basics - 3 credit hours

ITN 101 Intro to Network Concepts - 3 credit hours

SDV 107 Career Exploration - 1 credit hour

ITE 100 Intro to Information Systems - 3 credit hours

- *Offering ITE 100 will allow all completers to have all the graduation requirements for the CSC*

Credentials that can be obtained through successful completion of industry assessment:

- CompTIA A+
- CompTIA Server+
- CompTIA ITF+
- Multiple TestOut Certifications

*ITE 115 Intro to Computer Applications will need to be taken at the home high school, online, or through the College to complete the requirements of the Career Study Certificate.

Career Tech Academy-Course offerings align to CTE courses Mech 1-111

Industrial Technology with Energy Career Study Certificate

ENE 100 Conventional & Alternate Energy Applications-4 credit hours

IND 165 Principles of Industrial Technology I-4 credit hours

SAF 127 Industry Safety (OSHA 10)-2 credit hours

ENE 104 Energy Industry Fundamentals-4 credit hours

ENE 228 Building Automation & Energy Management Systems-3 credit hours

Credentials that can be obtained through successful completion of industry assessment:

- OSHA 10
- Energy Industry Fundamentals (EIF)
- NCCER CORE