

**Planning Grant Application  
for a College Partnership Laboratory School**

**A. GENERAL INFORMATION**

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1. Public institutions of higher education (IHE); public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as provided in [§ 23.1-628](#), (eligible entity or entities) may apply for a Virginia Board of Education (Board) College Partnership Laboratory School Planning Grant (Planning Grant).
2. Each Planning Grant Applicant (Applicant) seeking a Planning Grant must read and comply with the Instructions for Application for a Planning Grant for a College Partnership Laboratory School (Lab School), which are available on the Virginia Department of Education's (Department) website, and fully complete this Planning Grant Application (Application) to be eligible for a Planning Grant.
3. Applications may be submitted on a rolling basis and will be evaluated for Planning Grant awards based on factors set forth herein.
4. **Planning Grant Term: This Application is for a one-time Planning Grant, the term (Term) for which will not exceed 12 months from the date of any award hereunder.**
5. The completed PDF version of the Application and related materials must be sent to [labschools@doe.virginia.gov](mailto:labschools@doe.virginia.gov) by email. The Department may return or reject an Application that is incomplete.
6. Please contact [labschools@doe.virginia.gov](mailto:labschools@doe.virginia.gov) by email if there are any questions about the Application process.

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

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**1. Name of Eligible Entity (Planning Grant Applicant):**

Paul D. Camp Community College

**2. Address of Eligible Entity (Planning Grant Applicant):**

100 North College Drive  
Franklin, VA 23851

**3. Name of Authorized Official Representative:**

Dr. Corey McCray  
President  
Paul D. Camp Community College

**4. Email Address for Authorized Official Representative:**

[cmccray@pdc.edu](mailto:cmccray@pdc.edu)

**5. Telephone Number for Authorized Official Representative:**

757-569-6712

**6. Name of Contact Person for Application:**

Dr. Tara Atkins-Brady  
Vice President, Academic and Student Development  
Paul D. Camp Community College

**7. Email Address for Contact Person for Application:**

[tatkins-brady@pdc.edu](mailto:tatkins-brady@pdc.edu)

**8. Telephone Number for Contact Person for Application:**

757-569-6714

**9. Name of Partnering School Division (if applicable):**

Isle of Wight County Public Schools

**10. Name of School Board Chairman of Partnering School Division(s) (if applicable):**

Mr. John Collick, Chairman

**11. Email Address for School Board Chair of Partnering School Division(s) (if applicable):**

[jcollick@iwcs.k12.va.us](mailto:jcollick@iwcs.k12.va.us)

**12. Name of Superintendent of Partnering School Division(s) (if applicable):**

Dr. Theo Cramer, Superintendent

**13. Email Address for Superintendent of Partnering School Division(s) (if applicable):**

[tcramer@iwcs.k12.va.us](mailto:tcramer@iwcs.k12.va.us)

**14. Name of Industry or Community Partner(s) (if applicable):**

Industry Partner: [HII-Newport News Shipbuilding](#)

**15. Name of Contact Person for Industry or Community Partner(s) (if applicable):**

[Dr. Keisha Anderson](#)

[William \(Bill\) Docalovich](#)

**16. Email Address for Industry or Community Partner(s) (if applicable):**

[Keisha.Anderson@hii-nns.com](mailto:Keisha.Anderson@hii-nns.com)

[Bill.Docalovich@hii-nns.com](mailto:Bill.Docalovich@hii-nns.com)

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

Dr Keisha Anderson, (757) 688-6212  
Bill Docalovich, (757) 688-2739

**18. Date of Submission:**

November 30, 2023

**19. Amount of Funding Requested (\$200,000 maximum): \$167,443**

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**B. DEFINITIONS**

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1. **College Partnership Laboratory School:** In accordance with [Item 4-14](#) of the General Assembly’s 2022-2024 Biennium budget, the Code of Virginia § [22.1-349.1](#) is amended and reenacted, and the types of IHE eligible entities to establish Lab Schools are defined as follows:
  - a. "College Partnership Laboratory School" means a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education; public higher education center, institute, or authority; or an eligible institution, as defined in § [23.1-628](#).  
Notwithstanding the provisions of § [22.1-349.5](#), a public institution of higher education; a public higher education center, institute, or authority; or an eligible institution, as defined in § [23.1-628](#) may submit an application for formation of a college partnership laboratory school.”
  - b. An “eligible institution” as provided above is an institution of higher education as defined in the Tuition Assistance Grant Program in accordance with § [23.1-628](#).
2. **At-risk student:** As provided in the Code of Virginia § [22.1-349.1](#), "at-risk student" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board criteria, that research indicates may negatively influence educational success.

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

categories: (i) Comprehensive Support and Improvement, (ii) Targeted Support and Improvement, or (iii) Additional Targeted Support Category.

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

## C. ASSURANCES AND SIGNATURES

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### 1. **ASSURANCES**

- a. By signing and submitting this Application, the Applicant assures that it will adhere to state and federal laws and regulations governing public schools, including the *Virginia Standards of Quality*, the *Virginia Standards of Learning*, and the Board’s *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
- b. The Applicant assures that all elements of the proposed school(s) will comport with all applicable state and federal laws and regulations.
- c. The Applicant certifies that to the best of his/her knowledge the information in this Application is correct, that all Application elements have been addressed as required in this Application, and that the Applicant understands and will comply with the assurances.
- d. The Applicant agrees to conduct a review of their planning phase, and submit milestones and deliverables as required, including, but not limited to, a comprehensive report with details for the projected Lab School implementation, expenses, and other items as may be prescribed by the Department.
- e. Applicants receiving a Planning Grant are expected, by the end of the term of such grant, to submit a subsequent application for the launch of a Lab School to the Department, for review and approval by the Board.
- f. Applicant provides assurance to subscribe to the following reporting requirements timetable:

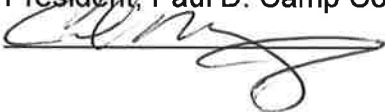
TIMELINE	BENCHMARK AND DELIVERABLES
On or before the end of the first quarter of the grant term	Awardee must present a proposed list of milestones, measures of success, and deliverables.

<p>On or before the end of the second quarter of the grant term</p>	<p>Awardee must submit a progress report in order to be eligible for the second installment of the award.</p>
<p>On or before the end of the third quarter of the grant term</p>	<p>Awardee must present progress on milestones and deliverables, including submission to the Board of an application for approval to launch a Lab School.</p>
<p>On or before the end of the grant term</p>	<p>Awardee is expected to have attained approval by the Board to launch a Lab School.</p>

**2. SIGNATURES**

a. \*Higher Education Authorization:

Signature of [AUTHORIZED REPRESENTATIVE of public institution of higher education; public higher education center, institute, or authority; or an eligible institution]:

Printed Name: Dr. Corey McCray  
Title: President, Paul D. Camp Community College  
Date:  11/29/2023

b. \*Fiscal Agent Authorization (if applicable):

Signature of Division Superintendent:



Printed Name: Dr. Theo Cramer  
Title: Superintendent, Isle of Wight County Public Schools  
Date: 11/28/2023

c. Signature of Chairman of School Board:



Printed Name: Mr. John Collick  
Title: Chairman  
Date: 11/28/2023

***\*Paul D. Camp Community College will be the Fiscal Agent for the Planning Grant. Signatures of the Isle of Wight County Schools Superintendent and Chairman of the Board are included in this application indicating their support for the Lab School concept and partnership.***

## D. REGIONAL AND APPLICANT DIVERSITY

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

The Isle Maritime Trades Academy will be located in Superintendent Region 2 - Tidewater and Eastern Shore

At the time of this application, there are other Lab Schools proposed in Superintendent Region 2. *However, none of them are in Western Tidewater, in the geographic service region of Paul D. Camp Community College (CAMP). CAMP's service region includes the cities of Franklin and Suffolk, Southampton County, and Isle of Wight County. CAMP is the only brick and mortar institution of public higher education in its geographic service region; there are no public four-year institutions located in CAMP's service region. CAMP and Isle of Wight County are also part of GO Virginia Region 5, in which community colleges are taking a collaborative planning approach to meeting employer needs in the region. The Lab School proposed herein is ideally situated geographically and conceptually to meet the needs in Superintendent Region 2, GO Virginia Region 5, and CAMP's service region.*

3. Indicate Proposed Name(s) of Lab School:       **Isle Maritime Trades Academy**
4. Identify Proposed Physical Location(s) of Lab School:

Paul D. Camp Community College Center at Smithfield  
253 James Street  
Smithfield, VA 23430

Smithfield High School  
Isle of Wight County Public Schools  
14171 Turner Dr  
Smithfield, VA 23430

Windsor High School  
Isle of Wight County Schools  
24 Church Street  
Windsor, VA 23487

Paul D. Camp Community College Workforce Trades and Innovation Center  
612 Carolina Road  
Suffolk, VA 23434



## E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE

### **1. PROGRAM DESCRIPTION**

- a. General description of the program (*2-3 paragraphs maximum*): Click or tap here to enter text.

The Isle Maritime Trades Academy would educate cohorts of Isle of Wight County Schools (IWCS) high school students in skilled trades, with a focus on trades for maritime industry, that address workforce needs for one or more employers in the region. Specifically, the Isle Maritime Trades Academy will provide a high school-to college-to work pipeline in a partnership between IWCS, CAMP, and initial primary corporate partner, HII-Newport News Shipbuilding (NNS). The overall goal of the Isle Maritime Trades Academy is to graduate cohorts of IWCS students who possess in-demand technical and workplace-ready skills for middle-skill jobs with NNS and related employers, and to position students in career-pathways that provide options for advancement with additional education or training.

NNS has identified the following occupations as “high-need” for their organization: welders, electricians, shipfitters, pipefitters, marine coating, and outside machinists. Preparation at the Lab School will include career/technical skill development, one or more credentials (i.e., an industry-recognized certification and/or completion of a Career Studies Certificate), and job readiness skills (e.g., communication, teamwork, leadership) related to these occupations. The dual enrollment (DE) and simulated experiential learning components for students in 10th through 12th grades will be conducted in CAMP’s Center at Smithfield, Smithfield High School, Windsor High School, and CAMP’s Workforce Trades and Innovation Center (WTIC) that is currently in development in Suffolk. To the extent feasible, and with due consideration of industry safety standards and regulations, experiential/work-based learning (e.g., job-shadowing, mentorships, internships) will be incorporated in the curriculum.

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

The Isle Maritime Trades Academy addresses an important workforce development need throughout Superintendent Region 2, CAMP’s service region, and GO Virginia region 5; namely, the need for a greater number of trained and qualified individuals to enter the advanced manufacturing workforce, including skilled production, manufacturing, and shipbuilding and repair. The Lab School’s corporate partner, NNS, employs more than 26,000 people. NNS is the largest industrial employer in the Commonwealth of Virginia and produces the nation’s highest priority US Navy products. NNS and the Department of Defense (DOD) are significantly investing in workforce development projects in the region due to the strategic importance of the area. These workforce efforts build upon earlier federal, state and locality funded projects.

NNS has identified multiple areas and specific career pathways in which it has significant current and future need for skilled tradespersons, including electricians, welders, shipfitters, pipefitters, marine coating, and outside machinists. The GO Virginia Region 5 LMI data for these and related occupations (see Table 1) demonstrates a significant need for education and training programs that will prepare skilled workers for employment in shipbuilding and related industries. Taken together, these represent nearly 20,000 regional jobs with family-sustaining average annual earnings, and a projected ten-year age-out of between a quarter and a third of the workforce.

Table 1

Occupation	2022 Jobs	2027 Jobs	2022 Location Quotient	Avg. Annual Earnings	Pct. 25 Annual Earnings	Median Annual Earnings	Pct. 75 Annual Earnings	Ten-year ageout %
Electricians	6098	6106	1.53	\$54,472	\$44,008	\$51,676	\$62,990	23%
Plumbers, Pipefitters, and Steamfitters	4158	4151	1.61	\$54,384	\$37,927	\$48,921	\$60,646	23%
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	1831	1809	2.18	\$49,052	\$46,158	\$49,721	\$50,033	20%
Sheet Metal Workers	2516	2498	3.58	\$56,005	\$48,371	\$60,600	\$64,102	24%
Electrical and Electronic Engineering Technologists and Technicians	1627	1623	2.84	\$80,053	\$60,128	\$79,902	\$98,193	32%
Machinists	3505	3497	1.90	\$49,246	\$40,368	\$49,292	\$54,314	34%

The Lab School will not only provide a talent pipeline for one of the largest employers in the region, but will also open up career pathway opportunities for students who may not have considered the long-term potential for earnings and benefits. For example, NNS provides opportunities for employees with multiple technical, management and leadership roles. After approximately five years in a particular specific trade skill area at NNS, employees may have a “first level leadership” or other technician/planner/designer opportunities to further build their career and continuing to earn higher levels of income.

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

The Isle Maritime Trades Academy will offer a collaborative and integrated approach to **career preparation** for in-demand jobs, leveraging and building on existing career/technical programs at IWCS and CAMP, and the growing workforce development partnership between CAMP and NNS. Specifically, the Lab School will improve **Career Readiness** by ensuring that Lab School completers are prepared to enter the workforce. This will be accomplished with a multi-faceted, comprehensive, and engaging educational approach that will result in completers of Lab School curriculum:

1. Learning and practicing core workplace readiness skills/workplace competencies.
2. Developing competencies specific to the advanced manufacturing/industrial workplace such as principles of industrial safety/OSHA.
3. Participating in experiential or work-based learning such as simulations, job shadowing, mentorships, or internships.
4. Earning a college certificate and/or industry-recognized credential, making lab school completers qualified and ready for immediate entry into the workforce.

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

Students in the Isle Maritime Trades Academy will benefit from the following innovations and opportunities, including:

1. Access to both IWCS and CAMP resources, highly skilled faculty, and opportunities to expand/enhance learning through various certifications and degree pathways;
2. High quality, job-embedded learning opportunities in collaboration with industry partners and professionals;
3. Experience accessing, using, and applying industry specific learning through the use of modern industry-standard technology, and,
4. Access to classrooms that are reflective of their specific career pathway and future workplace.

The Lab School project partners believe access to these real-world simulations, technologies, resources and industry professionals will result in a well-rounded workforce development program and highly skilled employees.

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

Teachers will benefit from ongoing professional development opportunities associated with their specific career pathway within the Isle Maritime Trades Academy. Professional development will include job-embedded coaching and continuing education as relates to teaching pedagogy, emerging technologies, and associated competencies and certifications. IWCS and CAMP are both committed to providing teaching staff access to professionally trained instructional coaches and ongoing professional development opportunities that will increase their knowledge of effective teaching and learning, as well as maintain their expertise in their associated industry.

In addition to job-embedded coaching and continuing education, professional and teaching staff will be provided with memberships to local, state and national associations to ensure they remain up to date with actual and emerging industry trends, equipment upgrades, certifications, and regulatory changes. All staff are encouraged to attend local workforce development meetings and serve on local and state professional and occupational boards.

f. Content areas addressed:

The Lab School project partners envision a phased approach to implementing the content/curriculum at the Lab School, beginning with Welding and Electrical in Year 1, then phasing in Pipefitting and Shipfitting in Year 2 (utilizing the DE welding pathway in existing IWCS facilities), then Outside Machinist and Marine Coating once the WTIC is operational. During the planning phase, project partners will identify a core set of courses that all Lab School students will complete before, or concurrent with, pursuing one of the curriculum pathways that are described below. Since all pathways include a DE/post-secondary-level component (credit or workforce/non-credit), this core will likely include a College Success course, in addition to courses such as Principles of Industrial Safety.

### Electrical Pathway

CAMP offers a 6 course, 20 credit hour, Industrial/Residential Wiring Career Studies Certificate (CSC), which is ideal as a first-level DE program at the Lab School. Courses in this program include: Practical Electricity I, Practical Electricity II, AC and DC Fundamentals I, AC and DC Fundamentals II, Power Controls, and National Electric Code. Upon successful completion, graduates will be able to:

- Demonstrate the knowledge of basic circuit design, current flow, and power dissipation.
- Identify a variety of schematic symbols and how to interpret schematic drawings.

- Demonstrate an understanding of federal, state and local safety legal requirements, including OSHA, VOSSA, and EPA when wiring electrical circuits.
- Apply the National Electrical Code (NEC) to identify purpose and location of electrical components and current protection devices.
- Utilize a variety of test equipment to measure voltage, current, and resistance.
- Demonstrate the knowledge of electrical and other controls used in home and industry.

CAMP also offers an 11-course, 32-credit-hour Certificate in Electricity, which is ideal as a second-level DE program at the Lab School. The 20 credits from the Industrial/Residential Wiring CSC are fully stackable into the Electricity Certificate, leaving 12 credits beyond the CSC that students would need to complete to earn the Certificate. These 12 credits include College Success, College Composition, Schematic and Mechanical Diagrams, Introduction to Digital and Information Literacy and Computer Applications, and Basic Technical Mathematics.

The Certificate prepares completers with the knowledge and skills required for entry into fields including industrial construction electrician, maintenance electrician, and installation and repair technicians. Upon successful completion, graduates will be able to:

- Demonstrate an understanding of federal, state, and local safety legal requirements, including OSHA, VOSSA, and EPA when wiring electrical circuits.
- Use a variety of electrical instruments to measure voltage, current and resistance.
- Apply the National Electric Code to identify purpose and location of electrical components and current protection devices.
- Utilize the knowledge of mathematics and science in the electrical field.
- Troubleshoot and repair a system at the component level.

Students who want to complete an associate degree post-high school in order to advance their career could apply the CSC and/or Certificate to a custom Technical Studies Associate Degree that incorporates courses in general education, business, management, and/or leadership.

During the planning phase, Lab School planning partners will explore whether these existing curricula may need to be modified, supplemented with, or replaced by workforce training in order to best meet the needs of NNS for maritime electrical jobs.

### Welding Pathway

CAMP offers a 6-course, 16 -credit-hour Career Studies Certificate in General Welding, that could be ideal as a first-level DE program at the lab school. Courses in this program include: Fundamentals of Welding, Arc Welding (SMAW) I, Arc Welding (SMAW) II, Inert

Gas Welding I (GMAW, FCAW), Inert Gas Welding II (GTAW), and Welding Qualifications Tests I. Upon successful completion of this program, graduates demonstrate proficiency in SMAW, GMAW and GTAW welding processes and will safely perform welding techniques using fillers, wires, fluxes and gases. Students learn:

- Industry safety, tape measurements, basic math, operate basic hand tools, operate all shop machinery, blueprint reading, basic welding principles and cutting procedures.
- Weld processes in Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW), and Gas Tungsten Arc Welding (GTAW).
- Out-of-position welding
- Fit, prep, and welding Plate

AWS (American Welding Society) qualifications each student can earn while in the General Welding Program include:

- Steel SMAW All Position Plate, Limited – AWS D1.1 Structural Welding Code
- Steel FCAW 3G Position Plate, Limited – AWS D1.1 Structural Welding Code
- Steel GTAW 1G Plate, Limited – AWS D1.1 Structural Welding Code
- Steel GMAW-S 2G Plate, Limited – AWS D1.1 Structural Welding Code
- Steel SMAW Tack Welder Qualification – AWS D1.1 Structural Welding Code

With an additional 3 courses (9 credits), a student can complete the Professional Welding-Pipe Career Studies Certificate. The additional courses include: Pipe Welding I and II, and Oxyfuel Welding and Cutting. AWS qualifications each student can earn while in the Professional Pipe Welding Program include:

- Steel SMAW 6G Pipe, Limited- AWS D1.1 Structural Welding Code
- Steel GTAW 6G Pipe Limited – AWS D1.1 Structural Welding Code
- Steel SMAW All Position Plate, Limited – AWS D1.1 Structural Welding Code
- Steel FCAW 3G Position Plate, Limited – AWS D1.1 Structural Welding Code
- Steel GTAW ALL Plate, Limited – AWS D1.1 Structural Welding Code
- Steel GMAW-S 2G Plate, Limited – AWS D1.1 Structural Welding Code
- Steel SMAW Tack Welder Qualification – AWS D1.1 Structural Welding Code

Through Workforce Development, CAMP also offers a 120-hour welder training course that is designed to prepare students for entry level in manufacturing. The course prepares students to possess the minimum ability to be successful at the welding process that includes safety, an introduction to welding and welding skills, a validation of basic welder and competencies, and an evaluation of employability skills. Successful completion of this course evaluates students for welding placement, aptitude for advance welding training, or both. Students earn the AWS Certification.

Course objectives include:

- a. Present the standard safety philosophy;

- b. Familiarize the candidate with the welding process;
- c. Familiarize candidate with use of small hand and power tools for weld dressing;
- d. Determine the candidate's ability to follow simple instructions;
- e. Demonstrate candidate's reliability and work habits; and,
- f. Validate the candidate's ability to perform basic welding tasks in SMAW in the horizontal (2F) and vertical (3F) positions.

With the planning grant, CAMP, IWCS, and NNS would determine the best configuration of courses to comprise the Welding Pathway to meet employer needs. CAMP and IWCS would also explore and seek opportunities to become a Youth Registered Apprenticeship program through the Department of Labor. Hours engaged in this program would be transferable and would count toward the student's master welder (full certification) upon entry to the workforce.

### Pipefitter Pathway

CAMP's Pipefitter course will be designed to prepare students to enter the welding and pipefitting industry as it relates to the ship repair industry. The course will cover welding skills to include welding safety basics; introduction to welding and welding skills; a validation of basic welder competencies; an evaluation of employability skills; pipefitting skills to include pipefitting safety; rigging; cutting pipe; gaskets, joints, and fittings; introduction to elevations; foundation stabilization, bedding and dewatering; and testing pipe. Upon successful completion of the course, students will earn an industry-recognized credential from the Virginia Ship Repair Association (VSRA).

### Shipfitter Pathway

CAMP's Shipfitter course will be designed to prepare students for entry level to work in the maritime industry as a shipfitter. The course will cover the need aptitude of the shipfitter in terms of layout and fabricating metal structural parts such as plates, bulkheads, and frames within the hull of a vessel for riveting or welding. The use of such tools as shears, punches, drill presses, bending rolls, bending slabs, furnaces, saws, and metal presses up to 750 tons. Proficiency in the use of Oxygen Acetylene cutting procedures, and the ability to tack weld, and the usage of such equipment as hydraulic jacks and pumps, steamboat ratchets, strongbacks, yokes, dogs and wedges, pneumatic tools and chalk lines. Upon successful completion of the course, students will earn an industry recognized credential from the VSRA.

### Structural Fitter Pathway

CAMP Structural Fitter course will be designed to train students for an entry level position as a Structural Fitter. Students will learn to use the tools necessary to weld, shape, and grind metal sheets as well as read blueprints. Upon successful

completion of the course, students will earn an industry recognized credential from the VSRA.

#### Outside Machinist Pathway

CAMP offers this 80-hour course that is designed to prepare students to enter the outside machinist department at NNS. The course covers safety, an introduction to a variety of tools and machinist skills, a validation of basic machinist competencies, and an evaluation of employability skills. This program is designed to be ninety percent (90%) hands-on, focusing on a candidate's ability to follow verbal and written instruction, display manual dexterity consistent with the craft, accomplish specific tasks in a reasonable time, and perform all activities in a safe manner.

Students also receive OSHA-10 training as part of the course. Upon successful completion of the course, students will earn an industry recognized credential from the VSRA.

#### Marine Coating Pathway

CAMP's Marine Coating course will prepare students for introductory brush and roll painter positions in the maritime industry. Students will become knowledgeable in the craft of covering various vessel surfaces, both interior and exterior, with protective coatings using brushes, spray guns, and rollers. Students will learn the proper surface preparations, the best coating to use for each purpose and the accepted application technique to obtain the desired results. Upon successful completion of the course, students will earn an industry recognized credential from the VSRA.

## **2. GOAL**

State the overall proposed goal for the Lab School:

The Lab School will prepare students for immediate employment in high-demand skilled trades with regional maritime employers, in a career-pathway(s) that provides a family-sustaining income and options for advancement through additional education or training after high school.

## **3. TIMELINE**

Provide a timeline of the planning process, including the proposed date/school year for launch of the Isle Maritime Trades Academy:

The timeline for the planning process is November 15, 2023 through August 31, 2024, with initial submission of the Implementation Grant proposal in March 2024. Faculty curriculum and professional development work will continue through August 2024 in anticipation of and preparation for the Lab School launch. The target date for launch of the Isle Maritime Trades Academy is September



2024. The table below summarizes the key steps, stakeholders, and timeframes for the planning process:

Activity	Stakeholders Engaged	Timeframe	Target Completion Date
Identify and contract Planning/Project Coordinator, and a Data Consultant	CAMP Director of Workforce Development, CAMP VP Academic and Student Development, CAMP Dean of Academic Programs, IWCS Director of Postsecondary Education	11/15/23 - 12/15/23	12/15/23
Meet with approved trades-focused lab schools to enhance understanding of requirements for organization and structure, implementation process, etc.	Project Team NNS	12/1/23 - 1/20/24	1/20/24
Verify occupational needs/projections data and student interest data  Identify best practices in developing student, parent, and community interest in the Lab School and identify initial cohort of IWCS students.	Data Consultant NNS  IWCS Director of Postsecondary Education	1/1/24 - 2/1/24	2/1/24
Develop comprehensive plan for curriculum content, and student pathways, and timeline for pathway phase- in	Project Coordinator, Project Team, NNS SMEs, and CAMP and IWCS faculty	1/1/2024 - 2/28/2024	3/1/24
Develop MOA with NNS based on exploration of:	Project Team and NNS POCs, SMEs and other	11/15/23 - 1/30/24	1/30/24

ways in which Newport News Shipbuilding could provide experiential/work-based learning opportunities for Lab School students; incentives for Lab School completers, e.g., sponsoring mock interviews and/or guaranteeing an interview for completers with the requisite certificate or industry-recognized credential; and resources Newport News Shipbuilding may be able to provide, e.g., equipment for simulation lab(s).	representatives as assigned		
Develop and Submit Implementation Grant Proposal	Project Coordinator, w/input from Project Team and CAMP Grant Coordinator	Date of Hire - 3/11/24	3/11/24
Continued planning for Lab School launch to include faculty work on curriculum and professional development	CAMP and IWCS faculty	April – August 2024 (or until Implementation Grant Award)	

## F. STUDENT POPULATION AND RELEVANT RESEARCH

### 1. TARGETED STUDENT POPULATION

- a. Describe the student population planned for the Isle Maritime Trades Academy, including the number of students, reporting group(s), and grade level(s) contemplated, and discuss why the specific student population is targeted to attend the Lab School.

The primary student population for the Isle Maritime Trades Academy will be high-school students from IWCS who have an interest in a CTE pathway that leads directly to employment after high school. According to IWCS data, nearly half (49%) do not attend a four-year college immediately after high school graduation. A recent interest survey completed by 1,616 IWCS students revealed 296 students with an interest in the “Construction” career cluster, with occupations including Electrician, Welder, Plumber, and other construction trades. With a roughly even distribution across grade level, this yields approximately 60 students per class, which is 3 full pathway courses, not including additional students who are not yet as familiar with these program options. With targeted outreach and information-sharing with students and parents, including information sessions conducted by NNS representatives, the Lab School project partners believe that sustainable student cohorts could be developed and phased in over a two- to three-year period. A first cohort would begin with between 20 and 40 students in the 2024-25 academic year who would earn the General Welding Career Studies Certificate or the Industrial/Residential Wiring Career Studies Certificate, along with certifications (OSHA) through pre-pathway courses already completed with IWCS before entering a DE CSC or workforce training program with CAMP.

Lab School project partners are considering that the proposed grades to be served for the full term of the approved lab school include 10th, 11th, and 12th grade CTE students:

<b>PROPOSED GRADES TO BE SERVED FOR THE FULL TERM OF THE APPROVED LAB SCHOOL CONTRACT</b> <b>(PLEASE CHECK ALL THAT APPLY*)</b>			
Pre-K		Sixth Grade	
Kindergarten		Seventh Grade	
First Grade		Eighth Grade	
Second Grade		Ninth Grade	
Third Grade		Tenth Grade	X

Fourth Grade		Eleventh Grade	X
Fifth Grade		Twelfth Grade	X

\*If the Applicant intends to add or change grade levels at some point during the Lab School's operation, please also provide this information in Section E. Program Description.

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

Isle of Wight County is a rural county encompassing an area of 363 square miles, with a population of about 40,000. Income per capita is about \$42,000 and the percent of persons in poverty is estimated at just over eight percent (8%) (source: census.gov). However, there are areas of the county in which a much larger percentage of individuals/families are economically at-risk. For example, in the Hardy District, the poverty rate is double the average, at 16%, and another thirty-two percent (32%) of the population is ALICE (“Asset Limited, Income Constrained, Employed” - households that earn more than the Federal Poverty Level, but less than the basic cost of living for the county). Among the ALICE population, “financial hardship is not equally distributed” with higher percentages of minority and single-female-headed households having incomes below the ALICE threshold. (Source: <https://www.unitedforalice.org/county-reports/virginia>) In Isle of Wight County, thirty-four percent (34%) of IWCS students are free/reduced lunch and four of the serving schools (including Windsor High School) are classified as community of need, in which all students are free/reduced lunch regardless of family income.

In order for Isle of Wight County to thrive economically, and to be a place where its high school graduates want to remain to live and work, graduates must have the knowledge and skills to be employed in high-demand, high-wage jobs that will provide a sustaining income that meets, if not exceeds, the basic cost of living for the county. Currently, that cost of living varies from an annual income of \$32,784 for a single adult, to \$67,056 for a family with two adults and two in child care (i.e., hourly wages of \$16.39 to \$33.53). A minimum wage job, even at full-time hours, is not enough to meet the basic cost of living in Isle of Wight County. The occupations for which the Lab School would provide education and training (as shown in section E.1.b) all have the potential to provide sustaining income that exceeds the basic cost of living in Isle of Wight County.

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

The Isle Maritime Trades Academy will have a specialized focus on high-demand maritime trades, that will provide sustaining incomes for individuals and contribute to meeting regional economic development and workforce needs. A recent feasibility study for CAMP’s new Suffolk-based WTIC identified maritime trades training as a significant growth area for college programming, which currently includes Outside Machinist and Marine Welding, and will eventually incorporate Marine Electrician, Structural fitting, Marine Painter, and Sheet Metal Worker. The expansion of these programs will help meet Newport News Shipbuilding’s burgeoning need to hire 21,000 highly-skilled trades workers within the next ten years to overcome the critical labor need of the industry within the Hampton Roads Region.

## 2. RELEVANT RESEARCH

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

According to ADVANCE CTE (<https://careertech.org/CTE>) Career Technical Education is both prevalent and essential to developing the future workforce by ensuring that students have a solid foundation of career skills so that they are work-ready:

“Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90 percent – 15 percentage points higher than the national average.”

Lab School project partners envision that the Isle Maritime Trades Academy curriculum will support student academic proficiency, mastery, and career readiness by incorporating rigorous standards for Career Ready Practices (See <https://cte.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>) and Common Career Technical Core Industry Based standards (<https://careertech.org/sites/default/files/CCTC-IndustryStandards.pdf>). Student exposure to career ready practices and core industry standards begins as early as sixth grade in IWCS and includes Workplace Readiness and OSHA certifications for high school CTE students (grades 9-12). Post-secondary-level education or training provided by the Isle Maritime Trades Academy will build on these practices to prepare students for employment in a maritime trades career pathway. The CTE Core Industry Standards for the Manufacturing cluster and maritime-related pathways include: AWS Level I, National Institute Metalworking Skills (Machine Level 1), and NCCER (Welding).

These and related credentials are in high-demand in the region. As stated above (see Section E.1.b), NNS has identified areas in which they have current and future need for skilled tradespersons, including electricians, welders, shipfitters, pipefitters, marine coating, and outside machinists. The GO Virginia Region 5 LMI data for these and related occupations (see Table 1) demonstrates a significant need for education and training programs that will prepare skilled workers for employment in shipbuilding and related industries. Taken together, these represent nearly 20,000 regional jobs with family-sustaining average annual earnings, and a projected ten-year age-out of between a quarter and a third of the workforce. Stated outcomes for the Isle Maritime Trades Academy, that will be

refined during the planning grant, if awarded, will include metrics about the number of students earning industry-recognized credentials and number/percentage of completers employed in maritime and related industries.

IWCS conducted an interest survey in Spring 2023 that was completed by 1,616 IWCS students. Of these, 296 students (18%) indicated an interest in the “Construction” career cluster, with occupations including Electrician, Welder, Plumber, and other construction trades. As stated above (see Section F.1) Lab School project partners believe that sustainable student cohorts can be initiated from the base of student interest and phased in over a 2-3 year period. The details of the phase-in would be one of the expected products of the planning grant.

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

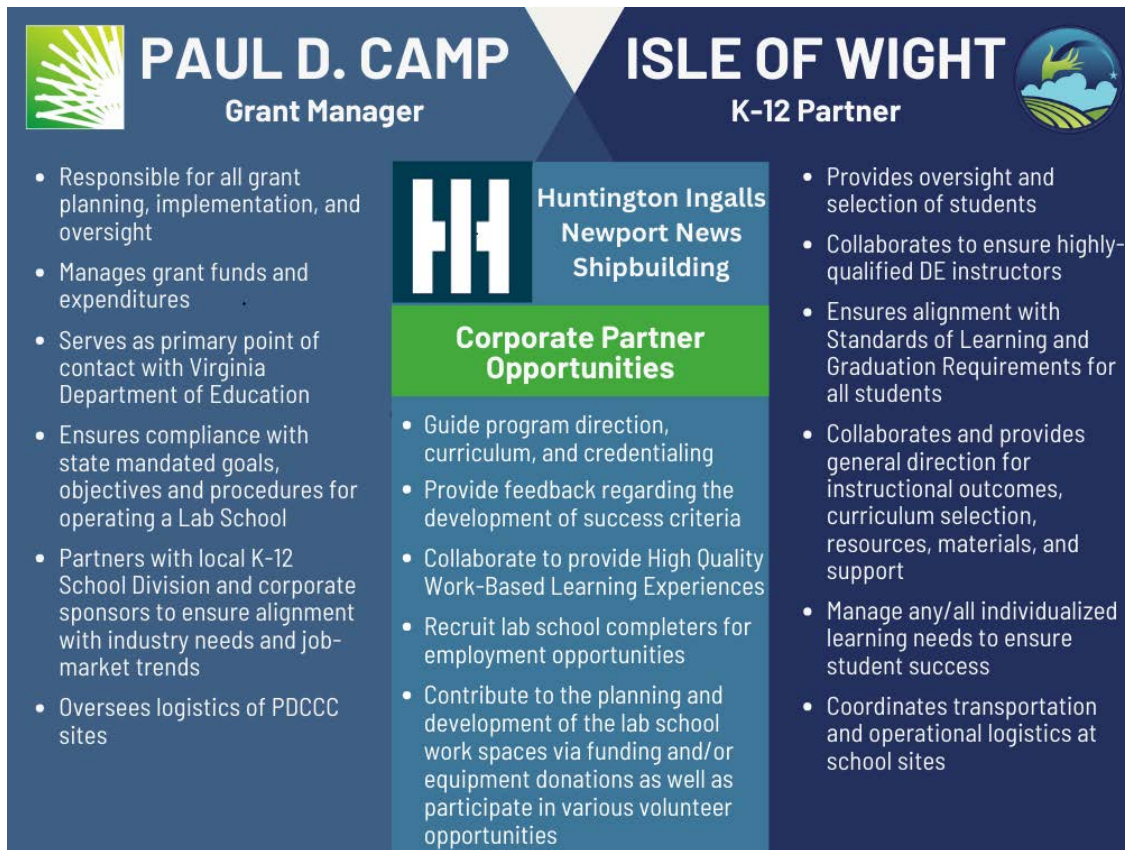
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1. Describe the involvement of local school divisions, community-based organizations, employers, teachers, and parents in the planning, development, and implementation of the Isle Maritime Trades Academy:

The Lab School partners recognize the importance of collaboration and stakeholder engagement during the period that has preceded submission of this planning grant application, as well as during the planning and implementation phases. Specifically, planning and implementing the Lab School will require a strong collaboration between post-secondary, K-12, and the workforce to educate and train students for high-skill, high-demand jobs.

To date, the respective leadership teams of Paul D. Camp Community College and Isle of Wight County Public Schools have worked closely together to develop and communicate a vision for what a Lab School in Isle of Wight County (Superintendent Region 2, CAMP’s Service Region, and GO Virginia Region 5) would mean to students, employers, and the region. Together, CAMP’s President, Dr. Corey McCray and IWCS’ Superintendent, Dr. Theo Cramer, have also secured a Corporate Partner, Huntington Ingalls Newport News Shipbuilding, which is one of the region’s largest employers and whose projected need for workers skilled in maritime trades has informed (and will continue to inform) the focus for the Lab School curriculum. Given that the identified maritime trades skill sets overlap with other in-demand areas such as Infrastructure and Alternative Energy, there may be opportunities for additional lab school partners and employment opportunities for lab school completers, provided that expansion is supported by workforce demand.

The graphic and narrative below describes the expectations and opportunities for CAMP, IWCS, and NNS as initial partners in the project.



If awarded the Planning Grant, partners (CAMP and IWCS administrators and faculty, and NNS content experts) would work to develop a **comprehensive plan** for a “school within a school” model that includes curriculum; organizational and administrative structure for the school; resource needs (financial, human, facilities, logistics, equipment and supplies); identification, recruitment, and admission of students; formalizing mutually beneficial partnerships with corporate and community organizations; and identifying opportunities for direct connections to employment through internships, apprenticeships, or other earn-to-learn initiatives.

During the planning stage, content experts provided by NNS will engage with the project consultant and representatives from CAMP and IWCS to:

- Advise on curriculum and equipment requirements;
- Identify/verify related industry-recognized credentials that would be of value to program completers and employers;
- Explore ways NNS can provide experiential/work-based learning opportunities for Lab School students (e.g., guest speakers for classes at the Lab School to discuss careers at NNS, workplace readiness skills; mentoring, job shadowing, internships, apprenticeships, master classes, etc.);
- Explore incentives for Lab School completers, e.g., sponsoring mock interviews, guaranteeing an interview for completers with the requisite



- certificate or industry-recognized credential, and/or prioritizing employment opportunities for Lab School completers;
- Identify any resources NNS may be able to provide, e.g., equipment for simulation lab(s); and,
  - Finalize MOU that identifies the activities and resources NNS will contribute to the Lab School.

Additionally, stakeholder engagement will include the respective boards for CAMP and IWCS, i.e., the Local College Board and the School Board. CAMP College Board representatives will serve as information liaisons with the Isle of Wight County Board of Supervisors and Suffolk City Council (as some instruction will take place at a CAMP facility in Suffolk).

IWCS will also engage prospective students and their parents, and in partnership with NNS, to implement opportunities through which IWCS students and families will be informed of the career pathways, job opportunities, and potential earnings available regionally in the maritime trades.

In the Implementation phase, collaboration between CAMP and IWCS will be ongoing with regard to any additional business partnerships and fundraising, instructional facilities, transportation and other logistics, student enrollment and retention, instruction and assessment, governance, and full-scale phase-in of all planned maritime trades pathways.

Both CAMP and IWCS have existing and in-development physical facilities that will provide a home for Lab School instruction. These facilities include:

CAMP's Center at Smithfield. CAMP's Center in Smithfield is a 9,454 square foot facility located above the Smithfield Library in space that was once the local high school. The space is provided by Isle of Wight County at no charge to the college. The County provides maintenance services on the facility. The Center currently houses an administrative suite, skills lab, conference room with compressed video capability, two computer labs housing 20 computers, six classrooms, and a science lab. The space is flexed as needed to accommodate student and staff demand. The Center is fully connected to CAMP's network for telephone, computing, and library services. The Center will become the administrative home of the Isle Maritime Trades Academy and will be reconfigured and equipped to house at least one of the maritime trades pathways (e.g., electrical and/or welding simulation).

CAMP's Workforce Trades and Innovation Center (WTIC). A 15,000 square foot facility on East Carolina Road in Suffolk was recently donated by Coastal Virginia Developers to the Camp Community College Real Estate Foundation. Once renovated, this facility will be known as CAMP's WTIC that will provide training for in-demand jobs, including jobs in maritime trades, infrastructure, and related programs.

IWCS CTE Facilities at Smithfield High School: The Smithfield High School (SHS) Welding lab is a 3,700 square foot facility that includes 20 individual welding booths, a training classroom, welding material preparation lab, and boys' and girls' locker rooms. The current location and layout of the IWCS/SHS Welding lab lends itself to quick expansion opportunities, possibly allowing IWCS to add an additional 20 individual welding booths and expanded preparation spaces over the next year.

IWCS CTE Facilities at Windsor High School: The Windsor High School Building Trades lab is approximately 3,000 square feet, and includes both a classroom and laboratory space. The laboratory space is ideal for teaching students the basics of building trades and introductory electrical skills, both of which align with the coursework necessary for students seeking the electrical or outside machinist pathways. In addition to the traditional classroom space, Building Trades students engage in a real-world, hands-on project each semester that involves the rehabilitation and/or construction of a structure for community good.

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

Yes, the Lab School is in partnership with a local school division. CAMP is partnering with IWCS, as described above, for both the planning and implementation of the Isle Maritime Trades Academy. The two organizations have worked together for many years to provide expanded learning and DE opportunities to IWCS students for a variety of college and career pathways. The Lab School presents yet another opportunity for Camp and IWCS to partner together in support of local students and the community.

## **H. SUSTAINABILITY**

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1. The goal of the Lab School Planning Grant program is to support public institutions of higher education; public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as defined in [§ 23.1-628](#), as they develop and implement programs in order to create or improve capacity to operate and sustain a Lab School independently of long-term state funding, and in a manner that promotes quality, innovation, and program results.
2. Describe the Applicant's capacity to implement a Lab School:

As a post-secondary institution, CAMP has a more than 50-year history of being at the forefront of educating and training residents who are living and working in a large rural area, including high school students participating in a DE program, recent high school graduates and post-traditional students seeking to earn

associate degrees/certifications, and under-served/unemployed workers wanting to learn/improve skills to join a qualified workforce ready for critical jobs needed in a present-day economy. CAMP has long-standing relationships in the region for DE with local school districts, including IWCS, and a successful track record of fundraising for sustainability, and being awarded and managing state and federal grants, indicative of the college's capacity to implement a lab school. For example:

#### State of Virginia

The Virginia Community College System (VCCS) awarded CAMP \$250,000 for a "Get a Skill, Get a Job, Get Ahead" (G3) Innovation Grant in March 2023 to develop programs to be designed or expanded based on the adaption, creation, or revision of G3 FastForward or G3 academic courses or programs that lead to industry credentials. The G3 Innovation Grant is supporting the renovation and equipping of a building in Franklin, adjacent to the current Franklin Campus, that will house the college's Health Professions Education and Training Facility. The G3 Innovation Grant represents a portion of the \$ 3.5 million in funding that has been raised by the college's President, the Paul D. Camp Community College Education Foundation, and the Paul D. Camp Community College Real Estate Foundation to support this state-of-the-art facility and the programs to be housed in it that will prepare students for high-skill, high-demand jobs in healthcare.

#### Federal

CAMP has been awarded in excess of \$20 million over the past two decades for its TRIO Upward Bound Program through the U.S. Department of Education. Because the College has been steadfast in its commitment to continue its mission of providing "accessible, quality higher education, workforce training, and community development in our service region, while supporting success for a diverse student population, and fulfilling the needs of our employers," it has been awarded multiple (and back-to-back) 5-year grants, the most current one in effect through 2027. CAMP's administration, faculty and staff are dedicated to improving opportunities for the residents in its service region and views its current students and potential students as the college's best investment in its future. Similarly, for three decades, CAMP has been awarded and successfully managed consecutive federal TRIO Student Support Services grants from the U.S. Department of Education.

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

#### Potential Affiliates and Partners

If awarded a Planning Grant, Lab School planning will be conducted by CAMP with IWCS, in collaboration with subject-matter experts in maritime trades from Newport News Shipbuilding. With the first several cohorts of Lab School completers, CAMP and IWCS hope to demonstrate to our corporate partner and community stakeholders (e.g., parents, school board, board of supervisors, and other

prospective business partners) the potential significant return on investment of providing a pipeline of Lab School completers ready to enter the workforce. As the lab school continues to grow, CAMP and IWCS will work to grow business partnerships in a way that is consistent with fluctuations in workforce demand so that the curriculum remains relevant and Lab School completers have suitable opportunities for entry into the workforce.

#### Potential Sustainable Funding Sources

In the short-term beyond an implementation grant, CAMP and IWCS have planning and budget mechanisms and agreements in place, and existing faculty and staff, that would sustain the credit-side DE tuition and fees for Lab School students that, in part, would support Lab School operations. For training provided by Workforce Development, CAMP anticipates that FastForward funding would support student tuition and fees.

For equipment, supplies, and professional development, CAMP and IWCS can leverage a portion of Perkins funding and other grants, once implementation funding has expired.

Lab School partners do anticipate that funding for additional staffing (i.e., Lab School administrator/director, support staff, and additional faculty) and operational expenses will be needed. PT CAMP faculty are sustained by tuition and fees. The Lab School administrator and any support staff will be new positions for which CAMP and IWCS will need to secure funding through other grants or fundraising.

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

With partners and support in place, the greatest barrier to the planning process is time, as we are seeking a very quick turn-around on planning activities in order to implement the first cohort in the Lab School in September 2024. Key to addressing this barrier is the timely selection of a Planning/Project Coordinator and systematic engagement of stakeholders in order to complete the tasks described in the timeline, Section E3.

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

1. Complete the budget table below outlining the financial plan of how the Planning Grant will be used in the effort to establish the Isle Maritime Trades Academy. The Planning Grant Term and use of funds may not exceed 12 months from the date of award.

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

Category	Description of Expenses	Funding Requested
1000 - Personal Services	Stipends for up to 10 CAMP and IWCS faculty and staff SMEs for curriculum development outside of regular contract, \$3500 per stipend	\$35,000.00
	Data Consultant	\$10,000.00
2000 - Employee Benefits	FICA for stipends	\$3,443
3000 - Purchased/Contractual Services	Consultant/Planning and Project Coordinator, \$10,000 per month, up to 9 months	\$90,000.00
	Working meals for planning team meetings / planning retreat (estimated 12 meetings x 12 people per meeting x \$15 per meal)	\$2,500.00
4000 - Internal Services		-
5000 - Other Services	Travel and PerDiem for Planning Team to conduct information-gathering visits to other Lab Schools, training facilities, and employer worksites	\$10,000.00
	Mileage for meetings	\$5,000.00
	Professional Development for SMEs	\$10,000.00
6000 - Materials and Supplies	Office Supplies	\$1,500.00
	<b>TOTAL Requested</b>	<b>\$167,443</b>

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

PLEASE VISIT THE [VIRGINIA DEPARTMENT OF EDUCATION OMEGA OBJECT CODES UNIVERSAL GUIDELINES](#) FOR A COMPLETE DESCRIPTION OF THE BUDGET CATEGORIES. APPENDIX: PLANNING GRANT APPLICATION EVALUATION RUBRIC

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

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

AREA OF CONSIDERATION	DESCRIPTION	POINTS AVAILABLE
	community-based organizations, employers, teachers and parents.	
Regional and Applicant Diversity	Evidence of diversity of location, with the goal of Lab Schools in each Superintendent region. For applicant diversity, preference will be given to new applicants in the event a concurrent applicant has previously received a Planning Grant during the current application period.	<b>15</b>