COMMONWEALTH of VIRGINIA

Office of the Attorney General
Richmond 23219

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Jason S. Miyares

MEMORANDUM

TO: Joan Wodiska, Chair
Standing Committee on College Laboratory Partnership Schools
Board of Education

FROM: Deborah A. Love DAL
Senior Assistant Attorney General

DATE: April 10, 2024

SUBJECT: Review of College Partnership Laboratory School Application:
Old Dominion University – Newport News Public Schools

The Office of the Attorney General (OAG) has completed its review of the revised application to establish a college partnership laboratory school, received from Old Dominion University for its partnership with Newport News Public Schools (version named "CPS-ODU Lab School Final 2404 V2 Sanzo.docx"). An earlier version of this application was also reviewed by OAG, with feedback to the Department on April 2. This confirms information I provided on April 5.

In my view, all comments made by OAG have been satisfactorily addressed. In my view, there are no legal impediments to the Standing Committee's consideration of this application. I note that my review does not embrace curricular considerations, the financial plan, or budgeting aspects of the proposal, nor do I offer any opinion as to the merits of the application. This assessment applies to the application reviewed, and not to any subsequent changes.

If you have any questions, please contact me at the address above, by telephone at (804)786-3807, or by electronic mail at dlove@oag.state.va.us.

cc: Dr. Lisa Coons, Superintendent of Public Instruction
Andy Armstrong, Assistant Superintendent of Strategic Innovation

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

College Partnership Laboratory School Standing Committee Members:

The Virginia Department of Education (VDOE) review committee, consisting of subject matter experts have reviewed the application and affirm that all required elements of the application, including the school's educational program, governance, management structure, financial plan (including sustainability plan), placement plan, and other assurances have been provided. Additional, specific review has been conducted by the agency's curriculum and policy teams.

More specifically, this application meets all needed requirements associated with the school's proposed curriculum and graduation requirements.

This application is complete and compliant.

Andrew Armstrong, Ph.D., Assistant Superintendent of Strategic Innovation

Jason Ellis, Director of Assessment

Jason Ellis

Digitally signed by Jason Ellis
Date: 2024.04.11 09:46:06 -04'00'

Melissa Velazquez, Assistant Superintendent of Policy and Government Relations

Samantha Hollins, Ph.D., Assistant Superintendent, Department of Special Populations

Samantha Marsh Hollins

Last revision: *January 8, 2024*

Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022
Updated June 30, 2023
Updated January 8, 2024

School Name:	**Maritime Engineering and Environmental StudiesAcademy**	
Date of Submission to Virginia Board of Education:		
Name of Authorized Official:	**Luanne Bowman** **Date: January 26, 2024**	
Signature of Authorized Official:	**Date:**	

Application Completion Instructions & Mailing Information

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: https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/laboratory-schools

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.

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Part A: Applicant Information

School Information

	Lab School Name:	Maritime Engineering and Environmental StudiesAcademy
	Proposed Opening Date**:** August 2025 - the opening date will align with the Newport News Public Schools' operating calendar.	

Grades to be Served for the Full Term of the Contract (Check All That Apply) *			
Pre-K	☐	Sixth Grade	☐
Kindergarten	☐	Seventh Grade	☐
First Grade	☐	Eighth Grade	☐
Second Grade	☐	Ninth Grade	☐
Third Grade	☐	Tenth Grade	☐
Fourth Grade	☐	Eleventh Grade	X
Fifth Grade	☐	Twelfth Grade	X

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

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), describe the specialized focus and why this focus was chosen to address the needs of students in your location:

The Laboratory School is focused on preparing students to participate as citizens and future employees of a region heavily influenced by Maritime Industries and preparing teachers to create experiential and innovative learning environments integrated with STEM concepts and Career and Technical Education, maximizing student engagement.

The Maritime Engineering and Environmental Studies Academy will use experiential learning strategies to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field and preparing students to promote innovation in coastal communities.

The Maritime Engineering and Environmental Studies Academy and its underlying practices are grounded in regional employment demand and scholarly research. Regarding regional employment demand, Hampton Roads is home to a transportation ecosystem bringing together the Chesapeake Bay, ports, two Class 1 railways, a highway system, barge services, and two airports. The maritime sector is critical to this ecosystem. Data from the Bureau of Labor Statistics identifies more than 53,000 regional jobs in the transportation and shipbuilding sectors alone. A 2019 Hampton Roads Workforce Development study found *severe shortages of* local graduates for transportation/logistics careers requiring either a high school education or bachelor's degree. This high reliance on maritime trade and the shortage of talent led Reinvent Hampton Roads, a group of prominent regional business leaders, to identify maritime as one of the clusters that will diversify the coastal Virginia economy in the future. The group conceptualized maritime as "industries related to the water–port, shipping, logistics, shipbuilding, and ship repair."

The foundational principle of the Student-Centered Maritime Engineering and Environmental Studies Academy is this–schools and employers must work together to change how we educate high school students in order to develop the future maritime workforce.

The program will align with education, research, and innovation efforts at Old Dominion University around Maritime, as well as with the Virginia Digital Maritime Center, an initiative designed to enhance the region's maritime workforce, particularly through digital innovation. Virginia Digital Maritime Center (formerly known as the Maritime Industrial Base Ecosystem) recently received funding to develop Maritime Trade Magnet programming throughout Representative Bobby Scott's congressional district. The funds specifically target curriculum development and equipment. Leveraging this support, the Maritime Engineering and Environmental Studies Academy will provide the human resource infrastructure and physical spaces required to develop and assess the most effective curricula and pedagogical strategies for maritime-focused education, teacher preparation, and ongoing professional development, as well as leading research initiatives to understand the ways in which these efforts are developed and enacted.

The Maritime Engineering and Environmental Studies Academy will focus heavily on student-guided learning through STEM, Experiential Learning, Guided Inquiry, Design Thinking, Career and Technical Education, as well as internships and job shadowing opportunities. The concept is that through student choice and student-led inquiry, there will be an increase in engagement as participants connect real, local issues and jobs to classroom lessons and skills.

If the college partnership laboratory school is going to be in partnership with local school division(s), name the school division(s) and describe the agreement between all the parties or provide a copy of the agreement that set the terms and conditions of the relationship(s), including the distribution of responsibilities of the partnership briefly.

Old Dominion University (ODU) is partnering with Newport News Public Schools (NNPS) to design and open the laboratory school. Old Dominion University will serve as the fiscal agent. All lab school employees will be employees of ODU in their capacity as lab school personnel. ODU will lead the educator preparation and research components of the grant, with Newport News Public Schools leading the curriculum design and academic components of the school. NNPS and ODU will partner to design and implement recruitment and community outreach initiatives, coordinated by the Community Engagement and Recruitment Coordinator.

If the college partnership laboratory school is going to be in partnership with the local school division(s), name the school division(s) and describe the agreement between all the parties. Provide a copy of the agreement that sets the terms and conditions of the relationship(s), including the distribution of responsibilities of the partnership briefly.

Old Dominion University is partnering with Newport News Public Schools to design and open the laboratory school. Old Dominion University will serve as the fiscal agent. ODU will lead the educator preparation and research components of the grant, provide stipends to the Academy teachers, and Newport News Public Schools will lead the curriculum design and academic components of the school. NNPS and ODU will partner to design and implement recruitment and community outreach initiatives.

All applicants must provide current, signed letters of support from all partner local school divisions and institutions of higher education. Local school division letters of support should include signatures from at least the current School Board Chair and Superintendent, and should reference specifics of any financial commitment by the School Board on behalf of the Lab School.

Contact Information

Name of Individual/Organization Submitting Application: Old Dominion University			
Name of Contact Person for Application: Luanne Bowman			
Title/Affiliation with Individual/Organization Submitting Application: Vice President for Academic Affairs			
Office Telephone: 757-683-3808		Mobile Telephone: 304-593-1587	
Fax Number:		E-mail Address: lbowman@odu.edu	

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?
   Check one of the following: Yes X No ☐

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

   Dr. Kipp Rogers, Chief Academic Officer in Newport News, brings a wealth of experience to the table when it comes to establishing programs similar to the one being proposed. He was instrumental in the creation of the Virginia Beach City Public Schools Environmental Studies Program at the Chesapeake Bay Foundation's Brock Environmental Center. He has a proven track record of conceptualizing, designing, and overseeing the development of successful educational initiatives, and this program is no exception.

   His expertise extends from the inception of the idea to the physical construction of the facility, and every step in between. He played a pivotal role in shaping the curriculum, forging community partnerships, and ensuring the integration of interdisciplinary instruction. The program's success can be attributed to leading his team as well as hands-on involvement in the entire process.

Newport News Public Schools offers elementary, middle and high school students the chance to focus in such areas as environmental science, communication and performing arts, aviation, global studies, and math, science, technology and engineering through a variety of magnet and specialty programs. These programs: offer a specialized focus in the curriculum or distinctive type of environment or instruction; serve children from across the city and every child is eligible to apply; and ensure transportation is provided for all programs.

Elementary School Programs:

Deer Park	Environmental Science Magnet
Discovery STEM Academy	STEM Academy
Dutrow	Global Studies Magnet
Hilton	Communication Arts Magnet
Newsome Park	Math, Science & Technology Magnet

Middle School Programs:

Crittenden	STEM Magnet
B.T. Washington	Marine Science & Pre-Advanced Placement Magnet

High School Programs:

Denbigh	Aviation Academy
Heritage	Governor's STEM Academy & University Magnet
Warwick	Governor's Health Sciences Academy
Woodside	Arts & Communications Magnet

Newport News Public Schools also offers specialty programs in addition to magnet programs.

An Achievable Dream Academy: a partnership between Newport News Public Schools, the City of Newport News, and the community to help children start on the path toward college.

An Achievable Dream Middle & High: continues the partnership established at Achievable Dream Academy, seeing students through to college.

International Baccalaureate (IB) Program at Warwick High School: a rigorous and comprehensive two-year program, the IB World School at Warwick High School prepares students to earn the IB diploma. The coursework is designed to provide students with a well-rounded education and to facilitate geographic and cultural mobility.

Point Option: a nontraditional program serves students who are capable of completing high school but who, in a regular high school, do not work up to their potential and who need a different environment to succeed in school.

Virtual Learning Academy (VLA): goes beyond remote pandemic learning; students develop collaborative relationships with NNPS VLA faculty and their peers as they make meaningful connections and build a strong understanding of course material.

All schools–comprehensive, magnet programs, and specialty academy programs–are built around the same core curriculum in all disciplines and meet all state Standards of Learning. Transportation is provided for all programs. Applications for magnet programs

and specialty schools are accepted online. Applicants are assigned a random lottery number by the computer, and students will be selected based on these numbers.

3. Describe the relevant experience of the applicant or members of the college partnership laboratory governing board:

Dr. Augustine "Austin" Agho became Old Dominion University's Provost and Vice President for Academic Affairs in June 2016. The Provost is the chief academic officer at ODU, with responsibility for all undergraduate and graduate education programs, faculty recruitment and retention, and accreditations. Prior to becoming Provost at ODU, Dr. Agho served as Dean of School of Health and Rehabilitation Sciences at Indiana University-Purdue University at Indianapolis and as the Founding Dean of the School of Health Professions and Studies at University of Michigan-Flint. He also served as a faculty member and director of the Health Care Management Program at Florida A&M University, and University of Illinois-Springfield. Provost Agho led the efforts to create the Urban Health and Wellness Center, a nursing and physical therapy clinic at the University of Michigan-Flint and supported the student-run inter-professional health clinic at Indiana University. Provost Agho served as a member of the American Council on Education Commission on Internationalization and Global Engagement and is currently a Board Member of the Virginia-North Carolina Louis Stokes Alliance for Minority Participation. He has published several peer-reviewed articles in top-tiered journals and secured over $5 million in grants from government agencies and foundations. Dr. Agho received his BA in Management Science from Alaska Pacific University, Master of Health Administration from Governors State University in Illinois, and Ph.D. in Health and Hospital Administration from the University of Iowa, Iowa City.

Dr. Brian K. Payne is the vice provost for academic affairs at Old Dominion University, where he is tenured in the Department of Sociology and Criminal Justice. Payne is the author or co-author of more than 160 journal articles and seven books including *White-Collar Crime: The Essentials* (Sage), *Family Violence and Criminal Justice* (Elsevier, with Randy Gainey), *Crime and Elder Abuse: An Integrated Perspective* (Charles C Thomas), *Introduction to Criminal Justice: A Balanced Approach* (Sage, with Will Oliver and Nancy Marion). He is the director of the Coastal Virginia Center for Cyber Innovation and serves as his institution's SACSCOC Liaison. He led the development and currently oversees the School of Cybersecurity, School of Data Science, and School of Supply Chain Logistics, and Maritime Operations. His administrative areas of oversight include the Institutional Effectiveness and Assessment, Academic Success Center, Registrar's Office, Honors College, Undergraduate Studies, Center for High Impact Practices, and Institute for Design Thinking and Leadership Development. Payne is a past president of the Southern Criminal Justice Association and the Academy of Criminal Justice Sciences and former editor of the American Journal of Criminal Justice. He has served as PI or co-PI grants totaling more than $6.5 million.

Elspeth McMahon is Old Dominion University's inaugural Associate Vice President for Maritime Initiatives. She has nearly twenty years of dynamic experience in the commercial, military, and education sectors of the maritime industry. McMahon is currently a Commander in

the United States Navy Reserves and has extensive experience working for Military Sealift Command as a Strategic Sealift Officer. She holds a USCG Chief Mate's License and has sailed commercially for Maersk Lines, Limited.

With a passion for maritime education and training, she spent almost a decade as an Assistant Professor in the Marine Transportation Department at the State University of New York Maritime College. There, she educated the next generation of licensed deck officers, teaching everything from Leadership to Ship Stability.

McMahon holds an undergraduate degree in Marine Transportation from Massachusetts Maritime Academy, a Master's Degree in International Transportation Management from State University of New York Maritime College, and a Master's Degree in Maritime and Air Transport Management specializing in maritime research from the University of Antwerp, Belgium. She is nearing the completion of her doctoral degree in Nautical Sciences in Antwerp, focusing on the future roles and training of mariners with the onset of autonomous shipping. McMahon is working to make ODU the leader in all things maritime in the Hampton Roads region and beyond.

Superintendent, Dr. Michele Mitchell brings a wealth of educational leadership to Newport News Public Schools through her service as a teacher, assistant principal, middle school principal, director of special education and interim Chief Academic Officer. As superintendent, Dr. Mitchell enhanced safety and security for students and staff, increasing the number of school security officers, installing weapon detection systems in all schools, providing more security training for staff, and increasing collaboration with the Newport News Police Department and the Newport News Sheriff's Office. She has advanced the school division's strategic plan, *Journey 2025*, through teacher professional development sessions and the creation of an Instructional Design Taskforce to enhance student learning.

Under her leadership as Executive Director of Student Advancement, NNPS established the national award-winning Tiered Emotional and Mental Health Supports (TEaMS) program in 2019. The program offers a continuum of social/emotional and mental health services to students. The TEaMS approach removes barriers to mental health care by providing services at no cost to families. The program fully funds licensed clinical mental health therapists who serve in the school setting. NNPS is the only school system in southeastern Virginia to offer access to mental health professionals in schools.

Dr. Mitchell holds a bachelor of science degree in education from Norfolk State University, a master of arts degree in educational leadership from George Mason University, and a doctorate in educational leadership from the University of Pennsylvania.

Dr. Kipp D. Rogers has demonstrated an unwavering commitment to educational leadership and innovation, positioning him as a leader with both the vision and executional expertise to drive excellence in any academic setting. With a Ph.D. in Educational Leadership and Policy Studies from Virginia Polytechnic Institute and State University, Dr. Rogers combines his academic

background with over two decades of experience in various leadership roles across school divisions, ranging from 12,500 to 68,000 students.

As the Chief Academic Officer for both Virginia Beach City Public Schools and Norfolk Public Schools, Dr. Rogers has consistently showcased his adeptness in overseeing a plethora of instructional programs, including Curriculum and Instruction, Instructional Technology, Gifted Education, Career and Technical Education, and School Counseling. Particularly relevant to the academy's focus is his leadership in the successful implementation of an Environmental Studies Program in Virginia Beach City Public Schools. This initiative underscores his commitment to environmental education and his ability to integrate specialized programs into mainstream curricula.

His role as the Director of Secondary Instruction at the York County School Division further accentuates his hands-on approach to educational leadership. Here, he directed the development of the Governor's Health Sciences Academy at Bruton High School and assisted in initiatives like Project SEARCH, a program aiding students with disabilities in securing competitive employment. His involvement in such initiatives showcases his understanding of the need for specialized education in today's evolving academic landscape.

During his tenure as a middle school principal at Newport News Public Schools, Dr. Rogers exhibited a forward-thinking approach by supervising the design and implementation of the first whole-school International Baccalaureate Middle Years Program in the Tidewater area. His proactive engagement with community partners, like NASA and Newport News Shipbuilding, to establish student mentoring programs, emphasizes his commitment to providing students with real-world experiences and exposure.

Furthermore, his active participation in various leadership programs and conferences, such as the Virginia Tech Aspiring Superintendents Program and the National Principal Mentor Training Program, solidifies his dedication to continuous learning and professional growth. His impressive list of publications, including "Bring Your Own Device: Engaging students and transforming instruction," attests to his expertise in integrating technology into education, a crucial aspect for the modern-day Marine and Environmental Studies academy.

Outside of his formal roles, Dr. Rogers' community involvement, including board memberships and advisory roles, highlights his holistic approach to education and his belief in the interplay between schools, communities, and external organizations in fostering student growth.

4. The Applicant agrees the completed Lab School Application was reviewed by Applicant's representative legal counsel and provides assurances that the proposed Lab School School's curriculum, programs and any related Lab School administration meet all federal and state statutory compliance requirements and the Applicant's obligations created therein.

Legal counsel has reviewed the application.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application: Luanne Bowman			
Title/Affiliation with the Institution of Higher Education: Associate Vice President for Academic Affairs			
Office Telephone:	**757-683-3808**	Cell Telephone:	**304-593-1587**
Fax Number:		E-mail Address:	**lbowman@odu.edu**

Part B: Description of Proposed Laboratory School

The application narrative must contain all of the elements in § 22.1-349.5 of the *Code of Virginia*.

I. ELEMENT 1 – Executive Summary

1. Describe briefly, in no more than 500 words, the focus, goals and objectives of the proposed college partnership laboratory school. Highlight the innovations this school plans to bring to its educational vision for students and how this lab school adds value to the experience on behalf of K12 students and staff, university students and staff, and the greater community. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents or guardians, school systems, and in various documents produced by the Governor's Office. It must be concise and relate directly to the mission of the school.

The Maritime Engineering and Environmental Studies Academy (MEESA) is an innovative teaching and learning collaboration between Old Dominion University and Newport News Public Schools based out of the Brooks Crossing Innovation and Opportunity Center (BCIOC). This college partnership laboratory school, focused on the Maritime Industry and Environmental Studies, will establish a seamless integration of experiential learning, sustainability education, and strong community partnerships. MEESA's primary goals and objectives are rooted in academic excellence, experiential learning, and innovation.

Our ***focus*** is on equipping students with the knowledge, skills, and hands-on experiences to excel in maritime and environmental studies, while ensuring they meet or exceed the Virginia Board of Education's Standards of Learning (SOL).

We will accomplish this through the following ***objectives***:
1) Experiential learning and SOL integration
2) Interdisciplinary excellence and SOL correlation
3) Sustainability and Environmental Stewardship
4) Technological Proficiency and SOL Requirements
5) Critical Thinking and Problem Solving in line with SOL Requirements

MEESA has the goal of incorporating innovative teaching strategies with Career and Technical Education (CTE) and real workforce experience to provide students with a path towards these high-demand jobs in the maritime industry.

We know through research that increased student choice and student-led inquiry foster increased student engagement. MEESA will incorporate the innovative teaching strategies based on thorough research to create this ideal learning ecosystem including Student Guided Learning, STEM Integration, Experiential Learning, Guided Inquiry, Design thinking, Engineering Design Challenges, and Internships/Job Shadowing Opportunities. The combination will create a cohort of students who are engaged in their academic field and propelled into the path of Maritime

Engineering and Environmental Studies post-secondary opportunities. At the same time, MEESA will produce a cohort of model teachers who are experts in this innovative teaching pedagogy.

This college laboratory partnership is deeply rooted in filling Maritime Industry jobs within the Greater Hampton Roads community. For that reason, MEESA is heavily supported by a multitude of community partners not limited to: Virginia Maritime Association, Virginia Ship Repair, Newport News Shipbuilding—A Division of Huntington Ingalls Industries, Virginia Port Authority, Hampton Roads Workforce Council, and the City of Newport News.

Students will graduate from MEESA with up to six college credits with Old Dominion University, an introduction to the ODU School of Maritime Initiatives, an electronic portfolio, job experience, and a network of future potential employers.

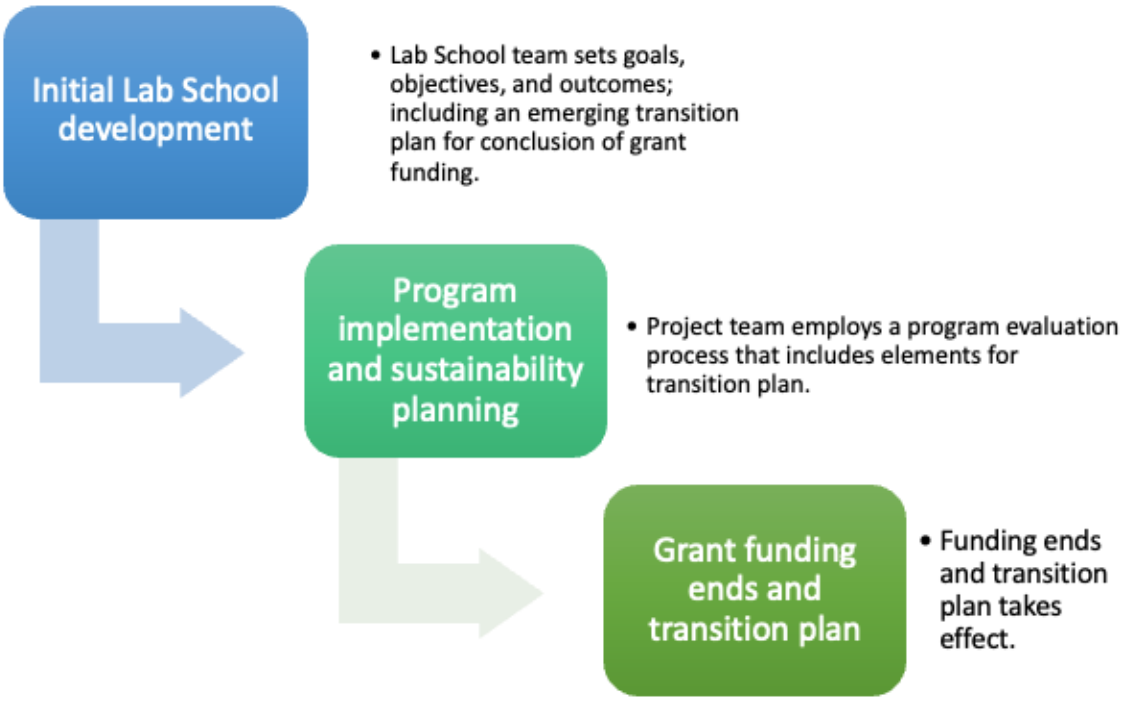
Successful student cohorts will work towards achieving the following measurable ***goals***:
1) 90% of participants graduating from the Maritime Engineering and Environmental Studies Academy will earn three or more college credits (up to six) through the program.
2) 96% of participants graduating from the Maritime Engineering and Environmental Studies Academy will have completed a work-based learning experience.
3) 96% of participants graduating from the Maritime Engineering and Environmental Studies Academy will enroll in post-secondary education.

The students graduating from the Maritime Engineering and Environmental Studies Academy will do so college, career, and citizen-ready.

2. Sustainability Plan Overview
   For College Partnership Laboratory Schools, sustainability requires constant refocusing and reinforcing of school models by engaging not just staff and students, but also community partners and other stakeholders, in both the *why* and *what* of the school. Describe your plan for initiating the school community and stakeholders to help you develop practices and next steps that will reinforce the proposed college partnership laboratory school model. Include the following factors in your response:
   - What resources (e.g., financial, political capital, staff talents and interests) will support the proposed college partnership laboratory school model?
   - What regular check-in structures are in place to ensure continued efficacy of the proposed college partnership school/programs?
   - What community and/or non-profit partnerships will be developed?
   - What public sector leaders and private corporations are interested in the proposed college partnership school's work?
   - Who is the coalition/advisory group of supporters who will champion the school externally?
   - What other financial resources will support the proposed college partnership laboratory school model?

The Lab School's plan for sustainability is built upon our current efforts to build a coalition of vested partners and collaborators to design and open the Maritime Engineering and Environmental StudiesAcademy. Leveraging Old Dominion University's maritime ecosystem

initiatives to be a globally recognized maritime center of excellence and a destination for maritime enterprise, we are working with maritime ecosystem partners to identify potential revenue sources to sustain the initiative upon the conclusion of the grant funding.



The Brooks Crossing ODU Innovation Lab opened in 2019, with support from various funders at the state level, local level, as well as corporate and philanthropic funders. We anticipate continuing to reach out to our funders to continue to engage in potential funding and support of the Lab School.

The Director of the Institute for Design Thinking and Leadership Development will work with the Lab School team to pursue grant funding to support the innovations and overall Lab School. We also have been engaging in conversations with the City of Newport News around the ways in which we are able to work collaboratively to support the Lab School, such as lease waivers and other support.

Newport News Public Schools will examine building in the academic personnel into their base budgeting as the Lab School progresses.

The ODU Philanthropic and Corporate outreach team are working on a fundraising approach to support the school. The Community Engagement and Recruitment Coordinator will work to develop relationships with community members and non-profits to help support the sustainability of the Lab School and the NNPS Family and Community Engagement Department will also support sustainability efforts. We have provided letters of support demonstrating the organizations and leaders supportive of the work and potential sustainability partners.

A sustainability committee will be developed and meet monthly to discuss the sustainability plan and outreach. The committee will include the Director of the Design Thinking Institute, the Community Engagement and Recruitment Coordinator, ODU Development, NNPS Engagement, NNPS grant writer, maritime industry representatives, and industry and business partner representatives.

We also plan to continue working with the Institute for Advanced Research and Learning to host the GO TEC® teaching lab at the iLab and position it within the Laboratory School. Currently the iLab GO TEC® Teaching Lab is supported through GOVA funding and we will continue to pursue additional funding for the lab. The GO TEC® Teaching Lab is a valuable resource for the laboratory school. We are also working with the Hampton Roads Workforce Council to support the teaching lab, as well as to explore additional funding opportunities for the Lab School.

ODU's Darden College of Education & Professional Studies has submitted a congressional appropriations request for funding to support a multi-division consortium to prepare paraprofessionals for licensure. We anticipate this funding will cover expenses associated with this program, together with an ODU tuition discount and leveraging of financial aid support.

The MEESA governing board is designed with sustainability in mind, continuing governance, operations, and oversight of implementation in the event of staff turnover.

II. ELEMENT 2 – Mission and Vision

The International Association of Lab Schools ("IALS") is a membership organization whose goal is to continually enhance the key principles of lab schools including (1) teacher preparation programs, (2) research, (3) curriculum development, (4) innovation, and (5) professional growth. State the mission and vision of the proposed college partnership laboratory school addressing these five key principles. The following components must be addressed:

1. A description of the college partnership laboratory school's mission and vision.

MEESA is guided by a mission and philosophy that emphasizes (1) a commitment to excellence in education, (2) the critical nature of student active agency and student voice in learning, (3) experimentation with pedagogical approaches and experiential learning, (4) innovative approaches to professional learning and educator preparation, and the (5) integration of research and teaching.

Our mission is to inspire students as future leaders in maritime engineering and environmental sciences; provide a dynamic teaching laboratory for educators through innovative education, hands-on experiences; and collaborate around research to build and share knowledge of transformative practices.

Empowering students and educators alike, our vision is to be a beacon of excellence, cultivating stewards of the seas, guardians of the environment, and preparing students for a world of digital

engineering, as the Maritime Engineering and Environmental Studies Academy pioneers transformative education, research, and hands-on exploration for a brighter, more resilient future.

2. An overview of how the college partnership laboratory school will comply with the following:

    - College Partnership Laboratory Schools, § 22.1-349.3 of the *Code of Virginia.*
    - *Standards of Quality* (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8.
    - Virginia *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 430.

    The Maritime Engineering and Environmental Studies Academy (MEESA) is fully committed to complying with the provisions outlined in § 22.1-349.3 of the Code of Virginia. MEESA will operate in partnership with local colleges and universities to create a dynamic educational environment. We will maintain full transparency and adherence to the code's requirements to ensure a successful and enriching educational experience.

    Adherence to Standards of Quality (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8:

    MEESA is dedicated to exceeding the Standards of Quality defined in Virginia law. We ensure appropriate student-teacher ratios, state-of-the-art facilities, and a comprehensive curriculum that aligns with the SOQ's criteria, providing students with a top-tier education.

    Alignment with Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 43.

    MEESA is fully prepared to adhere to the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA). Our educational programs, assessments, and curriculum are designed with these regulations in mind, ensuring compliance with the state's standards and offering a high-quality education.

    The Maritime Engineering and Environmental Studies Academy is dedicated to providing an exceptional educational experience while fully adhering to all applicable legal and quality requirements.

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

MEESA offers a comprehensive academic concentration that encompasses various curriculum strands, allowing students to explore the dynamic intersection of maritime and environmental studies. The program is designed to foster a deep understanding of critical areas related to sustainability, environmental science, renewable energy, and logistics. Here is a description of the academic concentration with the proposed curriculum strands:

Concentration Description:
At MEESA, our academic concentration seamlessly integrates maritime engineering and environmental studies, preparing students for a future where environmental stewardship, design, and sustainable practices are paramount. Our curriculum is built upon the following key strands, providing students with a well-rounded and future-focused education:

1. Renewable Energy:
Students delve into the world of renewable energy sources, exploring solar, wind, hydro, and other sustainable technologies. They learn to design and implement renewable energy solutions that contribute to a more sustainable future.

2. Oceanography, Ecology, Earth Science, or AP Environmental Science:
The study of oceanography, ecology, earth science, and advanced placement environmental science helps students grasp the complexities of our natural world and the impacts of human activities on the environment.

3. Energy and Power:
Students explore energy systems, power generation, and distribution, acquiring the knowledge and skills necessary to tackle the evolving energy landscape.

4. Engineering:
Students examine technology and engineering fundamentals in relation to solving real-world problems, and learn what it means to build an engineering team, how to manage projects, deliver proposals, and explore postsecondary engineering pathways.

5. Work-Based Learning (Externship/Internship Experience):
Practical experience is a cornerstone of our program, with opportunities for students to engage in internships and externships, gaining real-world insights into their chosen fields.

6. Marine Biology:
Marine biology studies deepen students' understanding of aquatic ecosystems, biodiversity, and the role of marine life in environmental conservation.

7. Global Logistics and Enterprise Systems:
An exploration of logistics, supply chain management, and global enterprise systems equips students with the skills needed for managing complex operations and ensuring efficient and sustainable global commerce.

8. Computer Science Programming and Cybersecurity:
Students gain expertise in computer science programming and cybersecurity, addressing the growing demand for technology skills in today's interconnected world.

Throughout our concentration, students have the opportunity to work with esteemed partners, including the Virginia Institute of Marine Science, ODU-ICAR (Institute for Coastal Adaptation and Resilience), ODU VMASC (Virginia Modeling, Analysis & Simulation Center), Virginia Department of Emergency Management, Dominion Energy, and the Port of Virginia. These collaborations provide real-world experiences and exposure to cutting-edge research, making MEESA a hub for excellence in maritime and environmental education.

MEESA's academic concentration cultivates a well-rounded, highly skilled, and forward-thinking generation of professionals equipped to address the complex challenges of our environment, economy, and technology. Our students emerge with the knowledge, skills, and hands-on experience to make a positive impact on local and global sustainability efforts.

4. The college partnership laboratory school's strategic academic goals and core philosophy in alignment with a performance-based assessment model.

Strategic Academic Goals:
At MEESA, our strategic academic goals are intricately connected with the Virginia Standards of Learning (SOL). We plan to design our program to ensure alignment with these state standards, creating a learning environment that not only meets, but exceeds SOL expectations. Our key objectives include:

Experiential Learning and SOL Integration: MEESA will place a strong emphasis on experiential learning, allowing students to apply SOL-aligned academic knowledge in real-world contexts. We believe that this hands-on approach reinforces the understanding and retention of SOL content.

Interdisciplinary Excellence and SOL Correlation: Our curriculum will encourage students to explore the interdisciplinary nature of subjects, which mirrors the SOL's focus on holistic understanding. We help students see the connections between maritime studies, environmental science, renewable energy, and logistics while addressing SOL standards in each subject.

Sustainability and Environmental Stewardship in line with SOLs: Our core philosophy centers on sustainability and environmental stewardship, echoing SOLs' objectives in the areas of environmental science and conservation. MEESA will instill a deep appreciation of SOL-aligned environmental principles.

Technological Proficiency and SOL Requirements: MEESA is dedicated to equipping students with strong technological proficiency, an essential component of many SOL

standards. We ensure that students are well-prepared to meet SOL requirements in subjects related to technology and data analysis.

Critical Thinking and Problem Solving in line with SOL Requirements: Through rich engineering and STEM engagement, students will use observation and experimentation along with existing scientific knowledge, mathematics, and engineering technologies to answer questions about the natural world Engineering employs existing scientific knowledge, mathematics, and technology to create, design, and develop new devices, objects or technology to meet the region's maritime needs.

Core Philosophy:
MEESA's core philosophy aligns with Virginia SOL through the following principles:

Student-Centered Learning and SOL Mastery: Our student-centered approach focuses on ensuring that students master SOL standards. We tailor instruction to address SOL requirements, ensuring students' academic success.

Real-World Relevance and SOL Application: The real-world relevance of MEESA's education directly ties into SOL requirements. Students apply their SOL-aligned knowledge and skills to address practical, real-world problems in alignment with SOL expectations.

Collaboration and Community Engagement in line with SOL Expectations: MEESA collaborates with community partners to enrich the educational experience. This mirrors SOL objectives that encourage community engagement and active participation in the learning process.

Building Teacher Efficacy: MEESA's commitment to building teacher efficacy is a fundamental component of our program. Our learning lab environment encourages our educators to refine their teaching methods, collaborate with peers, and embrace innovative pedagogical approaches. We will offer ongoing professional development opportunities in partnership with Old Dominion University to empower our educators to continually improve their teaching practices. This collaborative effort supports their ability to deliver SOL-aligned, engaging, and effective instruction, ultimately benefiting our students' academic success.

5. Identify and describe in detail the college partnership laboratory school's targeted student population with the understanding that the college partnership laboratory school is open to any student of the Commonwealth.

Targeted Student Population:
While the lab school is open to any student of the Commonwealth, our targeted student population will be reflective of the diversity, demographics, and unique characteristics of the broader Newport News community.
We believe that a well-rounded and inclusive student body is essential for our school's success and for achieving our mission of promoting excellence in maritime and environmental studies.

1. Demographic Diversity:
MEESA will be dedicated to serving a student population that mirrors the demographic diversity of Newport News. This diversity includes various racial, ethnic, socioeconomic, and cultural backgrounds, ensuring that our educational environment is inclusive and reflective of the broader community.

2. Academic Range:
Our targeted student population encompasses a wide academic range, accommodating students with diverse learning abilities and academic interests. MEESA welcomes high-achieving students, those seeking additional academic challenges, and those who may benefit from additional support to reach their full potential.

3. Socioeconomic Backgrounds:
We acknowledge and embrace students from various socioeconomic backgrounds, as we believe in providing equitable opportunities for all learners. Our goal is to ensure that financial circumstances do not limit a student's access to a high-quality education in maritime and environmental studies.

4. Inclusivity:
MEESA is committed to creating an inclusive environment that accommodates students with disabilities or special needs. We provide necessary resources, support, and accommodation to ensure that all students can participate fully in our educational programs.

5. Community Engagement:
Our student population is deeply engaged with the Newport News community, participating in local environmental conservation efforts and collaborative initiatives that reflect the community's values and priorities.

6. College Aspirations:
MEESA students share a common aspiration to pursue post-secondary education, contributing to the development of a highly educated and skilled workforce in Newport News and beyond.

7. Commitment to Environmental Stewardship:
Our student population is characterized by a shared commitment to environmental stewardship and a deep appreciation for the maritime and environmental resources of the Newport News region.

8. Multidisciplinary Interests:
MEESA attracts students with a broad range of academic interests encompassing maritime studies, environmental science, renewable energy, logistics, and related fields. This diversity of academic interests enriches the learning environment.

9. Passion for Sustainability:

Our students will be united by a passion for sustainability and a desire to make a positive impact on their community and the environment.

6. The innovative nature of the academic program or operational aspects that can model future best practices for other schools within the Commonwealth. For the purposes of this question, consider innovation as the application of a promising or well-theorized educational principle that the university is poised to support within the academic environment of this school.

Innovative Aspects of MEESA: Modeling Future Best Practices

MEESA is committed to pioneering innovative educational practices that can serve as models for other schools within the Commonwealth of Virginia. Our innovative approach will be built upon a well-theorized educational principle: the seamless integration of experiential learning, sustainability education, and strong community partnerships. Here are some key aspects of MEESA's planned innovation:

Experiential Learning Integration: MEESA will place a strong emphasis on experiential learning as a cornerstone of our academic program. Students will actively engage in real-world projects, internships, and hands-on experiences. This model will allow students to connect classroom learning with practical applications, reinforcing their understanding and preparing them for future careers. Scholars seem to universally agree on the value of experiential learning. Varieties of experiential learning include internships, service learning, study away, field trips, and others. Our efforts will be geared more towards internships and field trips. Experts note that while experiential learning is often included in CTE programs, it is important to realize that an experience by itself does not automatically lead to authentic learning (Clark et al., 2010). Instead, it is argued that the experience must be integrated with the learning process. One research team recommends that high-school based internships are supported by a culture of collaboration, part of a balanced curriculum, and connected to courses that allow for evaluation and assessment (Fletcher et al., 2018). Because the program is being created from scratch, we will have the opportunity to build these recommendations into the experiential learning strategies that will be a part of MEESA.

MEESA will foster interdisciplinary education, breaking down traditional subject silos that limit educational efforts in high school (Weinberg & Sample McMeeking, 2017). Students will gain a comprehensive understanding of maritime studies, environmental science, renewable energy, and logistics by exploring the connections between these fields (Weinberg &McMeeking, 2017). Aligning with recommendations from scholars, our curriculum will bridge gaps and provide students with a holistic understanding of complex, real-world challenges (Souppez & Ridley, 2017).

Engineering Design Practices and Digital Design Technology: Students will have the opportunity to implement the engineering design practices by proposing and fabricating solutions to real world problems as part of their Engineering coursework. By operating out of Brooks Crossing Innovation and Opportunity Center and through partnerships with

Newport News Shipbuilding, Engineering students will become well versed in the Shipbuilding technology used in digital ship design such as augmented and virtual reality, laser cutters, laser etching computer programs, autonomous systems and artificial intelligence, and production studio technology, and understand the career applications of this technology.

Environmental Stewardship: Our program will integrate environmental stewardship into the educational experience. We will instill a deep sense of responsibility toward sustainability, conservation, and responsible resource management. Our students will not only learn about environmental issues, but actively engage in solutions, creating future citizens who prioritize eco-conscious practices.

Multi-Stakeholder Partnership Framework: MEESA will work to forge strategic partnerships with programs and departments internal to ODU, NNPS, maritime and related industry and businesses, community organizations, local and regional government, and other institutions. Informed by extant research on developing and sustaining effective partnerships (Haynes & Sanzo, 2021; Peel et al., 2002; Sanzo, 2017; Sanzo & Wilson, 2016), these partnerships will extend our students' learning opportunities beyond traditional classroom walls and provide them access to cutting-edge research and mentorship from experts in their respective fields. Leveraging the work propelled by Gray and Purdy (2018), we will adopt a multi-stakeholder partnership framework to ensure fidelity of implementation with the Academy model related to partnerships. Further, this will enable us to effectively research the partnership and ensure through continuous improvement processes the partnerships are able to effectively support the Academy.

Global Logistics: Our program will emphasize technology integration and logistics education (Baytaket al., 2011; Sułkowskiet al., 2022), aligning with the demands of an increasingly interconnected and technologically driven world (Nayak et al., 2016; Yang & Gu, 2021). Students will gain proficiency in areas such as computer science, cybersecurity, and logistics, preparing them for careers in these rapidly evolving fields.

Design Thinking: MEESA will utilize a design thinking approach as a part of our overall instructional model. Supported by ODU's Institute for Design Thinking and Leadership Development, teachers and other educators will be provided ongoing support to integrate design thinking into the curriculum and Academy. At the broadest level, the Stanford Design School defines design thinking as "A methodology for creative problem solving." Awareness about design thinking and the use of design thinking has grown dramatically in recent years. The process is particularly helpful in developing new programs. In fact, scholars have drawn parallels between the processes used by John Dewey to create lab schools and current design thinking processes (Whipps, 2019). In effect, it can be suggested that Dewey used design thinking strategies in the development and expansion of lab schools more than a century ago. Today, education researchers widely embrace design thinking as a strategy for educational program development (Kuo et al., 2021; Sanzo et al., 2021). Through this lens, the design thinking strategy will serve as an important guide throughout our planning process.

Electronic Portfolio: MEESA will use electronic portfolios as a part of the programming with students. Electronic portfolios are digital collections of student work completed over time. Portfolios can be developed as either internal archives (designed primarily for assessment) or showcase portfolios (designed to support career placement and enhance self-directed integration of student learning). Electronic portfolios have been hailed for being versatile (Rezgui et al., 2018), promoting integrated learning (Kuh et al., 2018), and enhancing student development. In fact, scholars note that electronic portfolio usage promotes even deeper learning than other types of experiential learning (Hubert et al., 2015; Khan, 2014). Importantly, the use of electronic portfolios will benefit the students, teachers, and the teachers-in-residence. Benefits to students include improved professional development (Brown & Thoroughman, 2017), improved digital communication skills (Buente et al., 2015), enhanced awareness about digital technology (Challis, 2005), and career placement support (Tubaishat, 2015). For teachers, a recent study found that electronic portfolio usage "resulted in increased teacher learning about technology, a reexamination of their pedagogy, better comprehension of their students' learning, reflective processes, and assessment, and reciprocal learning between teachers and students" (Kilbane & Milman, 2017, p. 101).

Educational Technology: MEESA is committed to implementing the use of relevant, current, and engaging instructional technology in order to not only engage our students in hands-on learning experiences, but also help to build digital skills needed to thrive in the 21st century workforce. The use of educational technology will also help students develop skills in collaboration, communication, and problem-solving, 21st century skills that will help to develop globally competitive and engaged citizens (U.S. Department of Education, 2017). The educational technology will go hand-in-hand with the experiential learning model as it will allow students to use technology to solve real-world problems, applying knowledge and skills they have gained in their classes. The U.S. Department of Education identified five ways technology can enhance learning, all of which will help to guide the use of educational technology at MEESA: (1) technology can provide experiences that are relevant and engaging (2) technology can help to organize learning as it relates to real world problem-solving, (3) technology can move the learning from the four walls of the classroom, creating real audiences and collaborations for student work, (4) technology can help students follow their own passions, and (5) access to technology can close the digital divide (2017). The educational technology used within MEESA will also be relevant to the maritime industry so that students are prepared when they graduate. U.S. Department of Education, Office of Educational Technology., 2017) https://tech.ed.gov/files/2017/01/NETP17.pdf.

Data-Driven Decision Making: MEESA will utilize data-driven assessment methods to monitor student progress and adjust our educational strategies continually. By tracking student performance, we will ensure that our students meet or exceed state standards, while also identifying areas for improvement in our curriculum.

Teacher Efficacy: MEESA will focus on building teacher efficacy through continuous professional development, collaborative lesson planning, and exposure to innovative teaching methods. Our educators will serve as models for best practices, fostering innovative and effective pedagogical approaches. The strong collaboration will leverage

effective transfer of knowledge and theory to practice for teachers across the continuum, from aspiring teacher candidates to experienced teacher leaders (Croft et al., 2010). An embedded teacher residency program will promote teacher identity development, strong mentoring, retention, and effective practice (Admiraal et al., 2021). MEESA will create a *third space* development and preparation experience, which describes the transformations that emerge in triadic, collaborative partnerships among P-12 schools, universities, and teacher candidates (Beck, 2016; Krechmar et al., 2018; Daza et al., 2021). Such spaces reduce barriers across partners to promote shared collaboration in support of teacher development.

Awarding Credit for Academy Experiences: The award of academic credit for academy work is justified by prior research (Hoffman, 2003; Berger et al., 2013). Policy makers have called upon colleges and universities to be more innovative in efforts to keep the cost of higher education down. Besides reducing the cost of higher education, research also suggests that early exposure to college both expedites completion and increases completion rates (Song et al., 2021). MEESA program completers will be awarded up to six credits of ODU coursework, through the Prior Learning Assessment process. Further, students participating in the Teachers for Tomorrow program will also be able to receive up to six credits of ODU coursework, through the Prior Learning Assessment process.

Educator Preparation

The Maritime Engineering and Environmental Studies Academy (MEESA) focus on student-guided learning through STEM, experiential learning, guided inquiry, career and technical education, and work-based internships and job shadowing requires skilled teachers able to prepare students for careers in the maritime industries. Just as MEESA will be preparing future employees in STEM industries through experiential learning, it will also be providing rigorous training and development for aspiring, new, and seasoned teachers. In order to invest in the current teaching force while also preparing teachers for the future of the Hampton Roads region, MEESA will take a multi-prong approach:

- Building the next generation of future teachers through Virginia Teachers for Tomorrow (Virginia Department of Education, 2023a).
- Preparing teacher candidates through intensive, mentored residencies in the Brooks Crossing Innovation Lab (Newport News, 2023).
- Investing in ongoing professional development for practicing Newport News Public Schools and area teachers using the iLab as a professional development hub for innovative lesson development and design (Old Dominion University, 2023a).
- Leveraging the NNPS VDOE-funded apprenticeship grant (awarded Spring 2023) to provide job-embedded preparation of instructional assistants for licensure (Newport News Public Schools, 2023).

Educators Rising

Recognizing that fewer teacher candidates are entering the preparation pipeline, MEESA seeks to develop a *grow your own* model that invests in high school students who demonstrate an aptitude and interest for STEM and CTE education. By engaging students in experiential, project-based, and work-based learning that links their inquiry to the area's maritime and coastal industries, we anticipate attracting a new generation of future

teachers. An Educators Rising program will engage high school juniors and seniors in hands-on learning through an innovative curriculum that will foster student interest and understanding of the teacher profession while providing coursework with dual enrollment credit (six credits). Participants will learn about careers in education, develop and practice teaching strategies, and participate in a practicum experience. To support recruitment into the program, we will provide regular opportunities for students engaged in CTE and STEM-related student organizations (e.g., CTE, DECA, Educators Rising) to work with younger students at the iLab (Virginia Department of Education, 2023b). These experiences will permit future teacher prospects opportunities to combine their interest and skill with technology with teaching experiences. We will launch the first Level I cohort (junior year) in Fall 2026, with anticipated matriculation into 4-year teacher preparation bachelor's programs in Fall 2028. In addition to these experiences, the program will provide funding for interested students to work in paid internships with the iLab. This opportunity will engage future teachers in related work to help deepen their interest and skills (Educators Rising, 2023; Virginia Department of Education, 2023a) and support their transition through teacher preparation programs and back into their home communities (Chu & Weems, 2023).

Teacher Residencies

Building on its longstanding history of preparing teachers through rigorous teacher residencies throughout Hampton Roads, MEESA will engage undergraduate students majoring in STEM, computer science, or cybersecurity interested in preparing for careers as teachers. The Brooks Crossing Innovation Lab creates an ideal learning space for emerging teachers to observe, implement, and refine experiential teaching methodologies under the skilled mentorship of highly qualified STEM teachers (Newport News, 2023; Old Dominion University, 2023a). Using a gradual release co-teaching model, the resident works in close collaboration with their mentor to develop and implement rich, project-based lessons that respond to the unique skills and interests of each student.

The Old Dominion University Teacher in Residence program is a longstanding teacher residency partnership committed to preparing exceptional teachers through rigorous coursework, high quality mentoring by effective teachers, and a year-long residency in high-need Virginia public schools. Our program began in 2009 as a partnership between ODU, Norfolk, and Portsmouth public school divisions, and the Virginia Space Consortium to prepare AP and Dual Enrollment teachers for high-need schools. Since that time, our program has evolved to reflect the changing needs and critical staffing priorities of Virginia school divisions. We have continued to learn through our partnership about best practices in preparing highly qualified teachers to serve in our culturally rich urban schools. High-quality teacher residency programs help prepare a more diverse, qualified, and committed cadre of teachers with a strong professional teacher identity (Chu, 2019) and who are more likely to remain in teaching (Guha et al., 2017). With the generous support of the Virginia Department of Education (VDOE), since 2015, ODU has offered a year-long residency program to prepare secondary STEM and special education general curriculum K-12 teachers. ODU has partnered with Newport News since 2018 on teacher residencies. We anticipate that two resident teachers a year will complete year-long teacher funded residencies (Old Dominion University, 2009).

Professional Development (PD) Hub

Ongoing professional development represents the third strand of the teacher preparation and development model. Professional development is a critical element, as the innovations of the proposed lab school rely on a growing network of practicing teachers adept at employing effective and innovative strategies that include experiential learning, project-based learning, guided inquiry, student-guided learning, and career and technical education. Such communities of practice fosters teacher efficacy and supports development of effective and innovative instructional practices (Weinberg et al., 2021). By creating a professional development hub, MEESA can fuel innovative STEM education practices beyond the lab school boundaries and into the region. The hub will provide maritime and CTE content-specific development, leveraging ODU resources in career and technical education, maritime, supply chain, and coastal resiliency (Old Dominion University, 2023b, c, d). iLab will host teachers from NNPS's five high schools to engage in workshops on design thinking, use of new technologies, experiential learning, and integration of STEM/CTE instruction across the high schools and MEESA. It will also serve as a teacher training hub for NNPS and other area educators to promote skills in innovative lesson development and design, such as integrating computer science, robotics, and coding into curriculum. The PD Hub can provide Continuing Education Credits for teachers seeking recertification points. Finally, addressing the significant shortage of career and technical educators, MEESA will develop a strategy for awarding teaching credentials for industry representatives able and willing to teach maritime-focused courses on a part-time basis. Each of these credentials either incentivize learning or broaden the number of qualified CTE instructors. As a result, these strategies will improve academic proficiency for students participating in MEESA. In addition to these opportunities, MEESA will also provide funded summer support for CTE Co-op teachers to engage in maritime and related industries to strengthen connections between curriculum and work-based learning.

Research

The Lab School research team is composed of a group of ODU Darden College of Education and Professional Studies(DCEPS) researchers representing a diverse array of methodological approaches to education research. While the research team will be led by university researchers with expertise in such areas as education policy, leadership, organizations, and teaching and learning, it will also include the expertise, experiences, and perspectives of doctoral students and district- and school-based practitioners. The team's comprehensive focus will examine the full life cycle of the Commonwealth's lab school program as it pertains to the partnership division. For example, research will focus on areas such as inter-organizational collaboration, effectiveness of lab schools as a choice models, teacher and professional learning for lab school success, student learning and engagement, and college and career readiness.

Modeling Best Practices for Virginia:

MEESA's innovative approach represents a promising and well-theorized educational principle – an approach to education that combines hands-on learning, interdisciplinary knowledge, and a focus on sustainability and technology. By embracing these principles, we aim to set an example for best practices in Virginia's educational landscape. Our

model will support future best practices for schools across the Commonwealth, highlighting the importance of:

- Preparing students for the real world by integrating experiential learning.
- Breaking down disciplinary boundaries and fostering interdisciplinary education.
- Applying engineering design principles and developing design technology fluency.
- Nurturing environmental stewardship and sustainability education.
- Establishing strong partnerships with universities and community organizations.
- Integrating technology and data-driven decision-making into education.
- Prioritizing teacher efficacy and innovative pedagogy.

By pioneering these best practices, MEESA seeks to inspire and guide the future of education in Virginia, ultimately preparing students to excel in a rapidly changing world and address critical challenges, whether in the maritime and environmental fields or any other sector of the 21st century economy.

III. ELEMENT 3 – Educational Program and Statutory Assessments

State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed Virginia Board of Education's Standards of Learning. Give thorough explanations and answer all sections completely.

1. A description of the college partnership laboratory school's academic program, educational theory, foundation of the model and proposed innovative offerings and how it is aligned with state standards.

Goals and Objectives:
MEESA will establish primary goals and objectives rooted in academic excellence, experiential learning, and innovation. Our focus will be on equipping students with the knowledge, skills, and hands-on experiences to excel in maritime, engineering, and environmental studies, while ensuring they meet or exceed the Virginia Board of Education's Standards of Learning (SOL).

Academic Program Description:
MEESA will offer a dynamic academic program designed to align with state standards and surpass them by fostering interdisciplinary learning, sustainability education, and innovative pedagogy. Our program, inclusive of experiential learning, will leverage well-established educational theories and practices.

Educational Theory and Model Foundation:
MEESA's foundation will be rooted in constructivist educational theory, emphasizing learning through active participation, collaboration, and real-world experiences. We will integrate sustainability education and hands-on learning, reinforcing academic knowledge with practical applications. Our program will align with best practices in 21st-century

education, focusing on the critical skills students need to succeed in an ever-evolving world.

Innovative Offerings:
MEESA will stand out through its innovative offerings, including:

Experiential Learning Integration: MEESA will place a strong emphasis on experiential learning as a cornerstone of our academic program.

Environmental Stewardship: Our program will integrate environmental stewardship into the educational experience.

Engineering Design and Design Technology: Our program will integrate engineering design practices and design technology, including autonomous systems and artificial intelligence, to prepare students for careers of the future.

Interdisciplinary Education: Students will explore the connections between maritime studies, environmental science, renewable energy, and logistics, facilitating a holistic understanding of complex, real-world challenges.

Design Thinking: MEESA will utilize a design thinking approach as a part of our overall instructional model.

Electronic Portfolio: MEESA will use electronic portfolios as a part of the programming with students

Community and University Partnerships: Our strategic partnerships with institutions such as Old Dominion University and the Virginia Institute of Marine Science will provide students with opportunities for advanced research and mentorship.

Global Logistics and Technology: We will equip students with technology proficiency and logistics knowledge, preparing them for the rapidly evolving tech-driven world.

Data-Driven Decision Making: MEESA will employ data-driven assessments to continually monitor student progress and enhance their learning experiences.

Sustainability Education: We will integrate sustainability principles and environmental stewardship into the curriculum, fostering a deep commitment to eco-conscious practices.

Awarding Credit for Academy Experiences: MEESA program completers will be awarded up to six credits of ODU coursework, through the Prior Learning Assessment process. Further, students participating in the Teachers for Tomorrow program will also be able to receive up to six credits of ODU coursework, through the Prior Learning Assessment process.

Alignment with State Standards:

MEESA's academic program will be meticulously aligned with Virginia's Standards of Learning. Our curriculum, teaching methods, and assessments will mirror the SOL requirements, ensuring that students not only meet but exceed state educational standards. The core subjects, interdisciplinary knowledge, and sustainability focus will all align with SOL expectations.

By seamlessly integrating academic content with practical experiences and innovative pedagogy, MEESA will prepare students for success while fostering a deep appreciation for sustainability. Our academic program will align closely with the Virginia SOL, ensuring that students graduate with a strong academic foundation and are well-prepared to meet the challenges of the 21st century.

1. An overview of the curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school. Include research-based instructional strategies and/or educational theories to ensure that student engagement and achievement are occurring that align with the school's mission. This section should embed these components (curriculum design, course of study, teaching approach and methods, learning environment) into a clear description of the student experience, or "day in the life" of a student enrolled in the laboratory school.

The Maritime Engineering and Environmental Studies Academy offers a program of study designed to connect students to post-secondary success through employment or continuing education in Maritime-focused industries to fill the employment gaps across Hampton Roads. The academy combines academic coursework and research experience within a challenging and focused school environment. Students will gain the knowledge and skills they need to succeed in technology-rich workplaces by learning how to work in teams and communicate effectively, while exploring career pathways in the Science, Technology, Engineering & Mathematics (STEM) and Energy career clusters.

Students will take courses in Renewable Energy, Sustainability and Renewable Technologies, Engineering, and Energy and Power in preparation for research and real-world experience, as it relates to Maritime, Digital Shipbuilding, Coastal Resiliency, Cyber Supply Chain and Maritime Digital Supply Chain.

2. 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 including the planned processes for compliance with applicable laws and regulations.

   Provide details related to curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Include research-based instructional strategies and/or educational theories to ensure

disabled student engagement and achievement are occurring that align with the school's mission. Please note that instructional services provided to K12 students with disabilities is governed and guided by existing K12 services and cannot be replaced by university disability resources.

The Maritime Engineering and Environmental Studies Academy will stay consistent with Newport News Public School's commitment to inclusion and equity. Newport News Public Schools programs and activities comply with Section 427 of the General Education Provisions Act (GEPA) that outlines the six types of barriers that can impede equitable access or participation in program activities including gender, race, national origin, color, disability, or age. As a public school division, NNPS strives to meet the needs of persons with varying backgrounds, resources, interests, abilities, and career goals through its open-door policy. In recognition of individual differences, the school system provides a variety of high-quality, responsive programs and services for the needs of individuals. All the programs, activities, rights, and privileges generally afforded or made available to students and staff are provided on a non-discrimination basis. NNPS's Special Education Department provides resources, education, consultation, coaching, assistive technology, support, and academic accommodations to create access for all staff, students, and community members. The district's English as a Second Language (ESL) program also provides students from different language backgrounds access via Cyracom interpretive services. The lab school will work directly with NNPS to comply with all special education, ELL, or gifted service requirements or accommodations aligned with the K12 compliance requirements.

3. Who will be developing/designing/creating educational content and guidelines for the college partnership laboratory school? Provide a background on their credentials and experience.

Toinette Outland, Newport News Public Schools. The instructional supervisor for Career Technical Education will assist with developing, designing educational content and guidelines for the laboratory school. Seven years as CTE Instructional Supervisor, seven years as Governor's STEM Academy Program Administrator. 10 years experience as a CTE teacher.

Tami Byron, Newport News Public Schools. The instructional supervisor for STEM will assist with developing curriculum integrated with STEM technology to ensure students are equipped with the future skills for success in the maritime workforce. Byron has seven years as the STEM Instructional Supervisor, two years as a STEM Instructional Specialist, two years as a National Institute of Aerospace Educator-in-Residence, and has eight years of experience as an elementary classroom teacher.

Rodney Culverhouse, Newport News Public Schools. The instructional supervisor for Secondary Science will assist in developing and designing educational content and providing opportunities for out-of-the-classroom hands-on experiential learning. Dr. Culverhouse has nine years as the Secondary Science Instructional Supervisor and nearly 20 years of experience as a classroom teacher.

Karen Sanzo, Old Dominion University. Professor, Educational Leadership, Institute for Design Thinking and Leadership Development Director. Dr. Sanzo has spent 25 years in public education, serving as a middle school mathematics teacher, elementary school administrator, and professor.

Phil Reed, Old Dominion University. Old Dominion University, Professor of Career and Technical Education. Professor of Career and Technical Education (CTE) will assist with curriculum and professional development for pre-service and in-service educators. 25 years as a teacher educator, one year as a district administrator for CTE, and five years as a secondary teacher.

Jennifer Renne, Old Dominion University. Curriculum Coordinator for the Virginia Digital Maritime Center at ODU's Enterprise Research and Innovation center will assist with maritime curriculum and content development. Ms. Renne has over 12 years of experience analyzing, designing and developing content for K-12 courses as an engineering teacher. She single handedly designed Virginia Beach Public Schools' Governor's STEM Academy course pathways for modeling and simulation engineering, integrating industry software and technologies as project-based modules. She has worked at ODU ER&I for one year specifically designing and leading maritime curriculum development, content design, and STEM outreach. She will help to serve as a liaison for Newport News Public Schools' efforts in the lab school development for academic and industry partners, in addition to assisting with the alignment of maritime content in the targeted CTE courses.

Dr. Ricardo Ungo, Old Dominion University. Professional with 24+ years of experience in the manufacturing and maritime industry. He worked for more than a decade at the Panama Canal, leading the development of studies for maritime related projects. He specializes in the topics of maritime industry and global supply chains. Ricardo is now Director of the Maritime, Ports and Logistics Management Institute and Clinical Assistant Professor in the school of Supply Chain, Logistics and Maritime operations at Old Dominion University.

Kaitlyn McCoy, Old Dominion University. Program Manager at the ODU Brooks Crossing Innovation Lab will assist in creating educational content and provide out of school experiences in order to recruit students. Ms. McCoy holds a master's degree in library science with four years of experience in K-12 school libraries, two years of experience in public facing libraries, and three years of experience teaching.

Sampath Jayarathna, Old Dominion University. Dr. Jayarathna is an Assistant Professor of Computer Science and Graduate Program Director of the School of Data Science at Old Dominion University where he directs the Neuro-Information Retrieval and Data Science (NIRDS) Lab and is associated with the Web Science and Digital Library (WS-DL) research group. His research interests include data science and analytics, applied machine learning, information retrieval, eye tracking, and human-computer interaction. Dr. Jayarathna has published more than seventy peer-reviewed articles in venues such as ACM, IEEE, Springer, and Elsevier. He is a recipient of the

prestigious 2021 US National Science Foundation CAREER Award. Dr. Jayarathna has extensive research experience with running various user experience studies.

Rafael Diaz. Professor of Cybersecurity focused on Cyber Supply Chains and Logistics, will assist with developing and designing educational content and guidelines for logistics education with an emphasis on technology integration and data-driven environments. 15 years as a professor in supply chains modeling, and simulation, eight years in global logistics, four years in digital maritime and port operations and shipbuilding, three years as PhD Program Director at MIT-International Logistics Program, one year as a Graduate Program Director of the School of Cybersecurity, and 20 years conducting research in production and operations management and industrial and systems engineering.

4. A description of how the curriculum and/or course of study will rely or build upon the local school division's sequence of study. Describe any prerequisite course work requirements as well as course requirements for graduation (if the college partnership laboratory school is to be high school).

   Students will complete requirements as outlined by VDOE for an Advanced Studies Diploma.

Grade	Course	Course Description	Required Prerequisite
11	Renewable Energy SCED Code:17105	In this course, students will explore select renewable energy technologies and gain hands-on experience in their design and function. Contextual instruction and student participation in co-curricular career and technical student organization activities will develop leadership, interpersonal, and career skills.	None
11	Sustainability and Renewable Technologies SCED Code: 21053	The course introduces students to the historic, economic, political, environmental, and cultural issues that impact the global community and its future. Students will address issues affecting the health of our environment and explore solutions offered by sustainable agriculture, energy efficient building design, and renewable energy sources.	None

11	Oceanography	Oceanography is a semester course that involves the study of the historical, physical and chemical aspects of the oceans. The course will use the Chesapeake Bay region for an intense study of the coastal ocean.	Earth Science I
	Ecology	Ecology is a semester course that includes studies of the relationship between organisms and the environment, including physical and biological conditions. The course will include experimental studies in the laboratory and the field and data analysis.	Biology I
	Earth Science	Earth Science is a study of the features and forces of the earth and its place in the solar system and the universe. This course introduces students to such topics as geology, oceanography, meteorology, and astronomy.	None
	AP Environmental Science	AP Environmental Science students will study scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them.	none
12	Energy and Power SCED Code: 20101	In this course, students analyze energy sources and explore the generation, transmission, and distribution of electricity using the Energy Industry Fundamentals module from the Center for Energy Workforce Development (CEWD). The course provides math, science, and technical-writing skills through hands-on application. Students have an opportunity to take the Energy Industry Fundamentals Certificate Assessment.	None

12	Work-Based Learning	Externship/Internship Experience connected to Leadership Course	
12	Marine Biology	Marine Biology is a semester course that involves the study of the oceans and life processes within and around it, and includes the study of plants and animals in the ocean, ecology, and the impact of humans on the ocean.	Biology I
11	Global Logistics and Enterprise Systems I SCED Code: 20151	Introduces students to global logistics in a virtual enterprise systems environment. Topics include navigating logistics management and enterprise resource planning (ERP) systems while managing procurement, fulfillment, and warehouse processes.	
12	Global Logistics and Enterprise Systems II SCED Code: 20151	This course is designed to build a workforce to capitalize on the projections from the Commonwealth Center of Advanced Logistics Systems (CCALS) to meet the rapidly increasing demand for high-skilled, high-wage supply chain and logistics systems professionals. Advanced topics addressed by this course include managing material handling, transportation issues, accounting and finance, production processes, process integration, facility location decisions, and international logistics.	Global Logistics and Enterprise Systems I
11	Programming	Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game programs. In addition, students employ HTML	Algebra I

		or JavaScript to create web pages. Students develop their employability skills through a variety of activities.	
12	AP Computer Science Principles	Students design, implement and interpret computer-based solutions to problems in several application areas, becoming knowledgeable about programming concepts, algorithm designs, and documentation of the computer solution. The course material emphasizes those concepts outlined by the College Board and prepares students to take the Advanced Placement Computer Science Principles test.	Programming
10 or 11	Engineering Explorations I SCED Code: 21005	Students examine technology and engineering fundamentals in relation to solving real-world problems. Students investigate engineering history, including major engineering accomplishments and their effect on society. They also examine engineering specialty fields and their related careers. Students practice engineering fundamentals and apply the engineering design process through participation in hands-on engineering projects.	None
11 or 12	Engineering Analysis and Applications II SCED Code: 21016	Students will participate in STEM-based, hands-on projects as they communicate information through team-based presentations, proposals, and technical reports.	Engineering Explorations I
12	Engineering Concepts and Processes III SCED Code: 21005	This course focuses on building an engineering team, working with case studies, managing projects, delivering formal proposals and presentations, and examining product and process trends. In addition, students continue to apply their engineering skills to determine the postsecondary education engineering they want to follow.	Engineering Analysis and Applications II

5. A detailed description of the implementation process for the career exploration/pathways curriculum.

   Students will participate in a variety of work-based learning and career exploration activities that connect to the maritime, engineering, and environment studies career pathway and relate to the student's career goals and interests. Students will have the opportunity to engage in the following experiences to include but not limited to guest speakers, internships, externships, job shadowing, career fairs, and workplace tours.

6. A detailed description of the process for documentation of the student's curriculum pathways throughout the lifecycle of the program.

   Students will have their curriculum pathway documented through an electronic Academic Career Plan (ACP). The ACP will include students assessments, career interests, courses, credentials earned, and postsecondary opportunities. The student's parent or guardian and school counselor review and sign off on the ACP.

   Resources Academic & Career Plans will used from the VDOE website: https://www.doe.virginia.gov/parents-students/for-students/graduation/graduation-requirement-resources/academic-career-plan

7. A description of planned procedures of how the college partnership laboratory school will provide assistance to students who are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan for corrective actions 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.)

   School quality for the purposes of accreditation shall be measured for each school using multiple indicators. School quality indicators include student academic outcomes and other factors, such as attendance and the College, Career, and Civic-Readiness Index (CCCRI) that are associated with student learning. Therefore, the school will follow standardized procedures for assessing and collecting student data.

   Students will be provided feedback on their performance weekly and parents will be notified through Parent Vue, a platform that provides parents access to their students' grades. Students will receive a written mid-quarter progress report, and a report card grade at the end of each grading period.

   Students will be provided with support during the school day by the teacher or ODU Support Tutor. Online resources, videos, and programs may be assessed after school for student practice or enrichment.

   Students who receive a grade below a "C" will receive academic support during the school day provided by the classroom teacher or ODU partner tutors. Additional support

and tutoring can be accessed during after school hours through on-line tutors, resources, and programs.

8. 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*.)

   We anticipate courses will maintain a minimum of 15 students per course and a maximum of 30. MEESA will serve an estimated 105 total students per year.

9. The proposed calendar which includes at least 180 days of school and a sample daily schedule which outlines proposed benchmarks for any innovative school schedule(s).

NNPS 2023-2024

APPROVED 3/21/23

SCHOOL CALENDAR

NEWPORT NEWS PUBLIC SCHOOLS

Newport News Public Schools • 12465 Warwick Blvd., Newport News, VA 23606 • (757) 591-4500 • www.nnschools.org

July 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day - Schools and Offices Closed
7, 14, 21, 28 Summer Hours

August 2023

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	★ 28	29	30	31		

4, 11 Summer Hours
7 New Teachers Report
17 All Teachers & Teacher Assts. Report
28 All Students Report

September 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Schools Closed (as required by State Code), Twelve-Month Employees Report
4 Labor Day - Schools and Offices Closed
22 Half Day Dismissal for **Elementary** Students; Teacher Planning in p.m.; Full Day for Middle and High Students

October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Schools Closed for Students; Full Teacher Planning Day
20 Schools Closed for Students; Half Day Teacher PD in morning and family conferences in the afternoon (and held throughout the week)

November 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7 Teacher Work Day (Election Day); Students do not report
22 Schools Closed; Half Day for Twelve-Month Employees
23-24 Thanksgiving Observance Schools & Offices Closed

December 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18-29 Winter Break - Schools and Offices Closed (12 month employees to use 1/2 day leave each day, Dec. 18-21)

January 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Winter Break - Schools and Offices Closed
2 Schools Closed for Students; Full Teacher Planning Day
3 Schools Reopen
15 Rev. Dr. Martin Luther King, Jr. Day
22-24 Exam Dates - 1/2 day high schools
25 Teacher and Support Staff Work Day - Students do not report
26 Regional Prof. Development Day
29 Second Semester begins

February 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

16 Half Day Dismissal for **Elementary** Students; Teacher Planning in p.m.; Full Day for Middle and High Students
19 Presidents' Day - Schools Closed, Twelve-Month Employees Report

March 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Schools Closed for Students; Half Day Teacher PD in morning and family conferences in the afternoon (and held throughout the week)
29 Students Half Day Dismissal; Teacher Work Day

April 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5 Spring Break (annually 1st week of April for Peninsula school divisions) - Schools & Offices Closed (12 month employees to use 1/2 day leave each day, April 1-4)
8 Schools Closed for Students; Full Teacher Planning Day

May 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Memorial Day - Schools and Offices Closed

June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

8-9 High School Graduations (Tentative)
10, 11, 12 ECC, Elementary & Middle - Early Dismissal
10, 11, 12 High School - Half Day Dismissal
12 Last Student Day
13 Last Teacher Day
19 Juneteenth - Schools and Offices Closed
21, 28 Summer Hours

9 Weeks Report Cards

Period	Ends	# of Days	Reports Issued
1	Nov. 6	47	Nov. 15
2	Jan. 24	40	Feb. 6
3	Mar. 29	43	Apr. 16
4	June 12	46	June 12

Religious observances beginning/occurring on 2023-2024 student school days:

Yom Kippur - Sept. 25
Hanukkah - Dec. 8
Ash Wednesday - Feb. 14
Ramadan - Mar. 11
Eid al-Fitr - April 10
Ascension Day - May 9

Calendar instructional hours exceed 990 state hour requirement.

*All schools need to schedule at least one evening conference period, preferably in the fall.
NOTE: If make-up days are necessary, they will be made up, at the superintendent's direction.

★ First Day of School
Schools & Offices Closed
Half Day Dismissal
Early Dismissal
Schools Closed, Offices Open
Schools Closed, Half Day Offices Only
Key Dates

Sample Student Schedule *11th Grade* *A Day/B Day*	
Time	**Course**
7:25 a.m.-8:45 a.m.	Renewable Energy
8:45 a.m.-8:55 a.m.	**BREAK**
8:55 a.m.-10:15 a.m	Engineering Analysis & Applications II
Return to Home School	

Sample Student Schedule *12th Grade* *A Day/B Day*	
Time	**Course**
11:05 a.m.-12:35 p.m.	Engineering Concepts & Processes III
12:40 p.m.-1:30 p.m.	**Student Externship** **(Hybrid)**

10. For each grade or course in the college partnership laboratory school, 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.

https://diser.springeropen.com/articles/10.1186/s43031-021-00041-y#Tab1
A comprehensive strategy for curriculum development at the college partnership laboratory school is characterized by a transdisciplinary approach. Rooted in the integration of CTE Standards Correlations Guides (example: Renewable Energy) and VDOE Curriculum Frameworks for core academic subjects, it ensures a strategic combination of practical, real-world applications with rigorous academic standards. The summarized blueprint of the approach is as follows:

Curriculum Development Approach:

The framework provided by the VDOE Curriculum Frameworks and CTE Standards Correlations Guides will stand as the foundation for curriculum mapping. A collaborative process that engages core subject teachers with MEESA's CTE instructors and curriculum developers to identify and integrate the Standards of Learning (SOL) and Essential Knowledge and Practices as defined in the Virginia Standards of Learning Curriculum Frameworks into every unit of study. This partnership is key in developing problem-based learning units that are relevant and tied to real-world scenarios, notably in maritime industries and digital shipbuilding skills.

Application Across Grades and Courses:
The curriculum, for each grade or course, is carefully designed around the SOL and the corresponding SOL Curriculum Framework. This foundation ensures alignment with state educational standards and enhances learning experiences by:

- **Integrating Digital Learning:** Incorporating digital learning standards with skills such as additive manufacturing and augmented reality to prepare for modern workplace demands.
- **Real-World Problem Solving:** Employing real-world scenarios to drive each unit, necessitating the application of cross-disciplinary skills for solving complex problems.
- **Collaborative Instructional Design:** Fostering a unified curriculum that reflects both the depth and breadth of required standards through collective curriculum design.

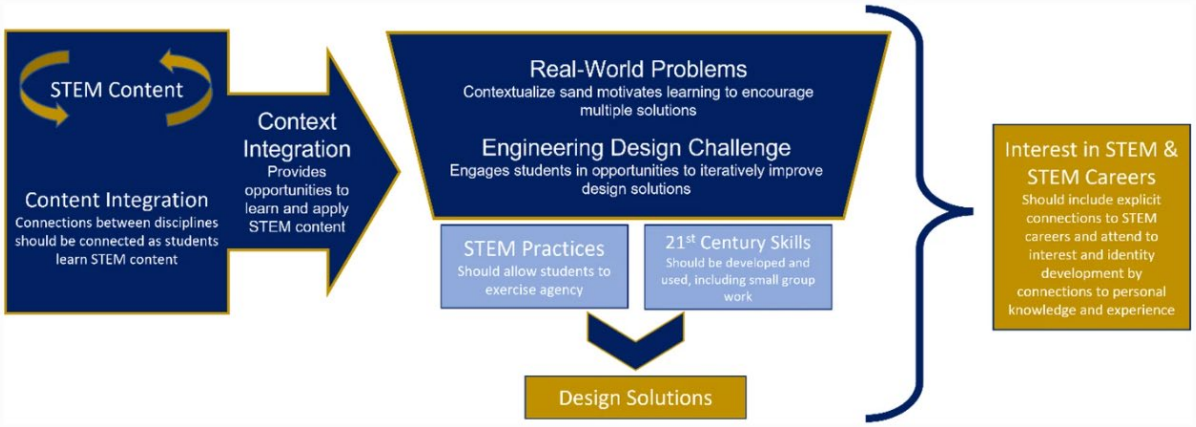
Exceeding SOL Requirements:
Goals and objectives within the curriculum will meet and surpass SOL standards through:

- **Enhancing Cognitive Engagement:** Developing learning experiences that promote higher-order thinking, problem-solving, and application of knowledge in new scenarios.
- **Cultural and Digital Relevance:** Ensuring content is both culturally relevant and digitally progressive, setting the stage for success in a global and technologically evolved society.
- **Interdisciplinary Learning**: Advocating for the application of knowledge across different fields to deepen the understanding of their interconnectivity.

This curriculum development strategy is intended to provide a robust, interdisciplinary educational experience that equips students for future success, surpassing the Standards of Learning through the integration of CTE competencies, academic skills, and real-world applications.

Fig. 1

From: Beyond the basics: a detailed conceptual framework of integrated STEM



Interactions between critical characteristics of integrated STEM

https://diser.springeropen.com/articles/10.1186/s43031-021-00041-y#Tab1

11. Provide a detailed description of how the college partnership lab school will meet all state and federal testing requirements (including at least 95% participation in the *All Students* group and in each student group) and state test administration requirements. Include in the description who (the role) will provide oversight of the testing program in the college partnership laboratory school, who will ensure technology requirements are met, who will provide training to test examiners, proctors and others to ensure test security is maintained, the frequency of training, and how training will be tracked. Also include the process by which test record data quality will be maintained and verified. (Virginia SOL Assessment Program, SOL Test Administration & Development, ESSA Consolidated State Plan, Standards of Quality)

Students will meet all state and federal testing requirements at their designated home school. Each of the high schools are responsible for ensuring proper testing protocol will be followed including test administration requirements, technology requirements, training to test examiners and proctors, and the process by which test record data quality will be maintained through central records.

As part of the college partnership laboratory school, students will take additional CTE assessments, including Workplace Readiness Skills for the Commonwealth and Energy Industry Fundamentals Certificate Assessment. These will be administered on site at the Maritime Engineering and Environmental Studies Academy and administered by a trained CTE proctor. Technology requirements will be identified prior to testing and will be made available.

12. If the college partnership lab school intends on requesting compliance waivers for Board evaluation and approval prior to implementation for any Virginia SOL Assessment Programs or Test Administration & Development, ESSA Consolidated State Plan or Standards of Quality, include details on the following:

N/A

a. Purpose and objectives of the experimental or innovative programs;

b. Description and duration of the programs;

c. Anticipated outcomes;

d. Number of students affected;

e. Evaluation procedures; and

f. Mechanisms for measuring goals, objectives, and student academic achievement.

13. Provide a description of the school's balanced assessment plan to include all formative and summative assessments, their purpose, their administration periods (when they will be administered), how and when the data will be reported and to whom, who will analyze the data, and when, and how the data will be used to monitor and inform instruction.

Teachers will align instruction based on the Virginia Standards of Learning. Daily instruction will engage students through instructional practices that integrate the 5Cs: communication, collaboration, critical thinking, creativity, and citizenship. Students will develop personal achievement goals related to daily participation and demonstration of learning.

Students will be assessed through a balanced assessment model that includes diagnostic, formative, and summative assessments. Students will have opportunities to demonstrate learning through open-ended responses, multiple-choice style questions, essays,

presentations, labs, and projects. Teachers and staff will analyze data to adjust instruction and support students' academic needs through re-teaching, small group instruction, and/or tutoring opportunities with college support personnel.

The NNPS Assessment Calendar will be used as the guide and timeline to assess student progress. Formative assessments will be ongoing and students will be provided opportunities to demonstrate mastery throughout the grading period. The Department of Equity, Assessment, and Strategic Operations will provide division assessment data to division leaders, and the program administrator. Content supervisors will unpack data with teachers in Professional Learning Committee Meetings and provide content support in teaching and learning.

14. Describe how program effectiveness will be measured. The description should include measures by which the program will be measured, and the targets for improvement over time. Student performance data should be one of the measures and student performance targets should be established for each of the first five years. The applicant must address how all measures 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.

Program success will be measured by:

Metric 1: 90% of participants graduating from the Maritime Engineering and Environmental Studies Academy will earn three or more college credits through the program.
Planning Year 2024-2025: Collect baseline June 2025.
Implementation Year 1 2025-2026: 90% or 45 out of 50 students, June 2026
Implementation Year 22026-2027: 90% or 45 out of 50 students, June 2027
Implementation Year 3 2027-2028: 90% or 45 out of 50 students, June 2028
Data: The number of program participants who earn three or more college credits, compared to the total number of graduating participants.
Collected by: Newport News Public Schools student records.

Metric 2: 96% of participants graduating from the Maritime Engineering and Environmental Studies Academy will have completed a work based student externship.
Planning Year 2024-2025: Collect baseline June 2025.
Implementation Year 1 2025-2026: 96% or 48 out of 50 students, June 2026
Implementation Year 2 2026-2027: 96% or 48 out of 50 students, June 2027
Implementation Year 3 2027-2028: 96% or 48 out of 50 students, June 2028
Data: The number of program participants who complete the required externship hours, compared to the total number of graduating participants.
Collected by: Newport News Public Schools student records

Metric 3: 96% of participants graduating from the Maritime Engineering and Environmental Studies Academy will enroll in post-secondary education.

Planning Year 2024-2025: Collect baseline June 2025.
Implementation Year 1 2025-2026: 96% or 48 out of 50 students, June 2026
Implementation Year 22026-2027: 96% or 48 out of 50 students, June 2027
Implementation Year 3 2027-2028: 96% or 48 out of 50 students, June 2028
Data: The number of program participants who enroll in an Institute of Higher Education, compared to the total number of graduating participants.
Collected by: Newport News Public Schools student records

Raw data will be collected by Newport News Public Schools and shared with the external evaluator, who will also monitor fidelity of implementation throughout the project period.

15. Who will provide oversight to ensure that the college partnership laboratory school will meet the long-range planning and continuous improvement requirements in SOA (8VAC20-131-400) application of the school quality indicator performance levels to actions?

    The Governing Board will provide oversight to ensure the school meets the requirements of the SOA. The Director of the Institute for Design Thinking and Leadership Development and the NNPS Chief Academic Officer will support the oversight and oversee a needs assessment, in collaboration with NNPS division and ODU staff, to identify needed actions to ensure continuous improvement for students. A robust theory of action, guided by a logic model to operationalize the Lab School vision, mission, and articulated focus within this document will be developed. Research processes, guided by Old Dominion University, to continuously evaluate the efficacy of the plan implementation, will be conducted in an ongoing manner. Results of the needs assessment shall be used to develop a multi-year improvement plan, which will be a component of the school's comprehensive, unified, long-range plan and monitored through a continuous improvement model.

    NNPS division and ODU staff shall:

- Identify factors related to the school's performance on the indicator as part of the school's comprehensive needs assessment.
- Use the results of the needs assessment to develop and revise the multi-year school improvement plan to address the factors identified in the needs assessment that are related to the performance indicator.
- Implement the essential actions and research-based strategies with fidelity.
- Regularly evaluate evidence of the school's progress in implementing the plan, monitor changes on the school quality indicator, and make adjustments as warranted.
- Evaluate the progress of the school quality indicators at Level Two at the end of each year and assess the results of the school improvement plan actions at the end of two years. If no progress is made within the two-year period on such school quality indicators, the plan shall be revised.

The college partnership laboratory governing board will ensure long-range planning and continuous improvement requirements are being met.

16. Details on how the college partnership laboratory school plans to involve parents or guardians and community members within the school.

Under Virginia law, parents have a fundamental right to make decisions concerning the upbringing, education, and care of their children. When schools partner with parents, and actively seek their involvement, students are more likely to experience improved outcomes. The VDOE has created a Parent Page that outlines information and resources to support success in school and beyond.

NNPS believes that the students will benefit most from their public school experience when their parents are actively involved in the educational process, and students are more likely to engage in STEM electives with parents' influence.. To further establish/develop this parent/school relationship, NNPS encourages parents to:

- ensure regular and prompt attendance of students at school;
- arrange to meet with their children's teacher(s) as needed and appropriate;
- participate in parent/teacher conferences at least once each semester;
- monitor homework assignments daily and classroom quiz and test results;
- schedule visits to the school site while school is in session;
- attend open house;
- support/participate in their PTA/PTSA, booster club(s) and other school-based organizations; and
- participate in developing and supporting parent/school agreements which address pupil achievement, attendance, discipline and parent/teacher conferences.
- invite parents to participate in on sight engineering design challenges with their students.
- provide students with take home experiments or challenge kits to complete alongside family members.

Additionally, community partners that will directly support the Maritime Engineering and Environmental Studies Academy are: The Virginia Institute of Marine and Science, Virginia Department of Emergency Management, The Institute for Coastal Adaptation and Resilience (ODU-ICAR), Virginia Modeling Analysis and Simulation Center (ODU VMASC), and Dominion Energy.

A parent advisory committee will be developed, compromised by parents of the school, to provide insights and make recommendations. The chair of the parent advisory committee will serve on the ODU Laboratory School Advisory Board.

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

17. 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.

N/A

18. 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).

Students graduating from the Maritime Engineering and Environmental Studies Academy will be provided guaranteed admissions to Old Dominion University with a minimum GPA of 2.5. A memorandum of academic agreement made between Newport News Public Schools and Old Dominion University regarding the granting of academic credit for prior learning at the undergraduate level will be developed. Old Dominion University has agreed to grant academic credit for the successful completion with a grade of "B" or higher in two courses in the Maritime Engineering and Environmental StudiesAcademy. The two courses will be developed in partnership with Newport News Public Schools and Old Dominion University, with credit awarded based on the review of content and the evaluation of the ODU designated faculty. Eligible students must graduate prior to the review/ award of academic credit, and be admitted and enrolled at Old Dominion University. Courses will be identified during year one of the Academy development.

A procedure will be developed for granting the credits, using the existing Prior Learning Assessment process. The review and award of credits will be evaluated using the Prior Learning Training Evaluation Form. The form is to be filled out by the Academic Advisor and the student and submitted to the Transfer Initiatives. ODU representatives will verify successful completion of up to two courses. Proof of successful course completion must be attached to the request for Prior Learning Training Evaluation at ODU prior to the student being awarded the credits.

The credits will be awarded with no additional fee to the student and listed as XP credits.

19. 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.

N/A

20. If the college partnership laboratory school plans to provide co-curricular and extracurricular programs and how they will be funded and delivered.

Newport News Public Schools extracurricular activities including, but not limited to athletics, youth development and service organizations, STEM competition teams, and honors societies, will be accessible through students' home schools.

We anticipate offering summer learning opportunities for Academy students, as well as a part of our recruitment processes. Initially this will be funded via lab school grant funds, and we are also in the process of exploring external funding for these programming efforts.

IV. ELEMENT 4 – Lab School 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 §§22.1-289 through 22.1 -318.2 of the *Code of Virginia*.)

Dr. Augustine "Austin" Agho, became Old Dominion University's Provost and Vice President for Academic Affairs in June 2016. The Provost is the chief academic officer at ODU, with responsibility for all undergraduate and graduate education programs, faculty recruitment and retention, and accreditations. Prior to becoming Provost at ODU, Dr. Agho served as Dean of School of Health and Rehabilitation Sciences at Indiana University-Purdue University at Indianapolis and as the Founding Dean of the School of Health Professions and Studies at University of Michigan-Flint. He also served as a faculty member and director of the Health Care Management Program at Florida A&M University, and University of Illinois-Springfield. Provost Agho led the efforts to create the Urban Health and Wellness Center, a nursing and physical therapy clinic at the University of Michigan-Flint and supported the student-run inter-professional health clinic at Indiana University. Provost Agho served as a member of the American Council on Education Commission on Internationalization and Global Engagement and is currently a Board Member of the Virginia-North Carolina Louis Stokes Alliance for Minority Participation. He has published several peer-reviewed articles in top-tiered journals and secured over five million in grants from government agencies and foundations. Dr. Agho received his BA in Management Science from Alaska Pacific University, Master of Health Administration from Governors State University in Illinois, and Ph.D. in Health and Hospital Administration from the University of Iowa, Iowa City.

Dr. Brian K. Payne, is the vice provost for academic affairs at Old Dominion University, where he is tenured in the Department of Sociology and Criminal Justice. Payne is the author or co-author of more than 160 journal articles and seven books including *White-Collar Crime: The Essentials* (Sage), *Family Violence and Criminal Justice* (Elsevier, with Randy Gainey), *Crime and Elder Abuse: An Integrated Perspective* (Charles C Thomas), *Introduction to Criminal Justice: A Balanced Approach* (Sage, with Will Oliver and Nancy Marion). He is the director of the Coastal Virginia Center for Cyber Innovation and serves as his institution's SACSCOC Liaison. He led the development and currently oversees the School of Cybersecurity, School of Data Science, and School of Supply Chain Logistics, and Maritime Operations. His administrative areas of oversight include the Institutional Effectiveness and Assessment,

Academic Success Center, Registrar's Office, Honors College, Undergraduate Studies, Center for High Impact Practices, and Institute for Design Thinking and Leadership Development. Payne is a past president of the Southern Criminal Justice Association and the Academy of Criminal Justice Sciences and former editor of the American Journal of Criminal Justice. He has served as PI or co-PI grants totaling more than $6.5 million.

Elspeth McMahon, is Old Dominion University's inaugural Associate Vice President for Maritime Initiatives. She has nearly twenty years of dynamic experience in the commercial, military, and education sectors of the maritime industry. McMahon is currently a Commander in the United States Navy Reserves and has extensive experience working for Military Sealift Command as a Strategic Sealift Officer. She holds a USCG Chief Mate's License and has sailed commercially for Maersk Lines, Limited.

With a passion for maritime education and training, she spent almost a decade as an Assistant Professor in the Marine Transportation Department at the State University of New York Maritime College. There, she educated the next generation of licensed deck officers, teaching everything from Leadership to Ship Stability.

McMahon holds an undergraduate degree in Marine Transportation from Massachusetts Maritime Academy, a Master's Degree in International Transportation Management from State University of New York Maritime College, and a Master's Degree in Maritime and Air Transport Management specializing in maritime research from the University of Antwerp, Belgium. She is nearing the completion of her doctoral degree in Nautical Sciences in Antwerp, focusing on the future roles and training of mariners with the onset of autonomous shipping. McMahon is working to make ODU the leader in all things maritime in the Hampton Roads region and beyond.

Superintendent, Dr. Michele Mitchell, brings a wealth of educational leadership to Newport News Public Schools through her service as a teacher, assistant principal, middle school principal, director of special education and interim Chief Academic Officer. As acting superintendent, Dr. Mitchell enhanced safety and security for students and staff, increasing the number of school security officers, installing weapon detection systems in all schools, providing more security training for staff, and increasing collaboration with the Newport News Police Department and the Newport News Sheriff's Office. She has advanced the school division's strategic plan, Journey 2025, through teacher professional development sessions and the creation of an Instructional Design Taskforce to enhance student learning.

Under her leadership as Executive Director of Student Advancement, NNPS established the national award-winning Tiered Emotional and Mental Health Supports (TEaMS) program in 2019. The program offers a continuum of social/emotional and mental health services to students. The TEaMS approach removes barriers to mental health care by providing services at no cost to families. The program fully funds licensed clinical mental health therapists who serve in the school setting. NNPS is the only school system in southeastern Virginia to offer access to mental health professionals in schools.

Dr. Mitchell holds a bachelor of science degree in education from Norfolk State University, a master of arts degree in educational leadership from George Mason University, and a doctorate in educational leadership from the University of Pennsylvania.

Dr. Kipp D. Rogers, has demonstrated an unwavering commitment to educational leadership and innovation, positioning him as a leader with both the vision and executional expertise to drive excellence in any academic setting. With a Ph.D. in Educational Leadership and Policy Studies from Virginia Polytechnic Institute and State University, Dr. Rogers combines his academic background with over two decades of experience in various leadership roles across school divisions, ranging from 12,500 to 68,000 students.

As the Chief Academic Officer for both Virginia Beach City Public Schools and Norfolk Public Schools, Dr. Rogers has consistently showcased his adeptness in overseeing a plethora of instructional programs, including Curriculum and Instruction, Instructional Technology, Gifted Education, Career and Technical Education, and School Counseling. Particularly relevant to the academy's focus is his leadership in the successful implementation of an Environmental Studies Program in Virginia Beach City Public Schools. This initiative underscores his commitment to environmental education and his ability to integrate specialized programs into mainstream curricula.

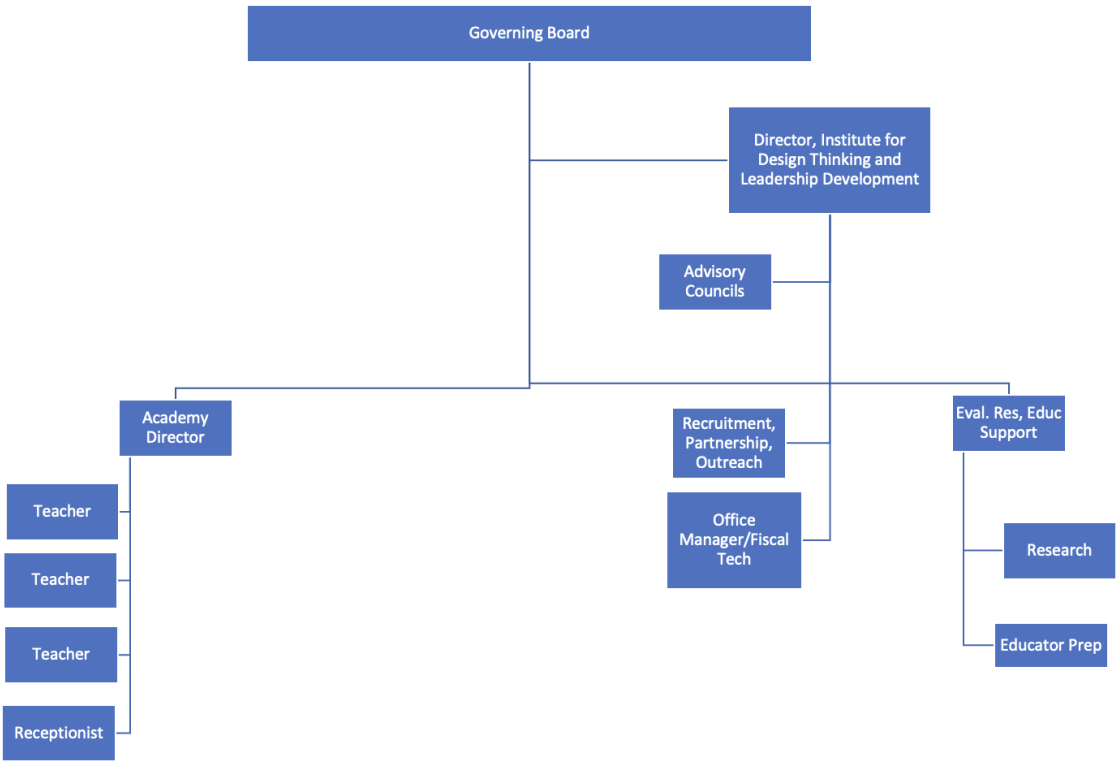
His role as the Director of Secondary Instruction at the York County School Division further accentuates his hands-on approach to educational leadership. Here, he directed the development of the Governor’s Health Sciences Academy at Bruton High School and assisted in initiatives like Project SEARCH, a program aiding students with disabilities in securing competitive employment. His involvement in such initiatives showcases his understanding of the need for specialized education in today's evolving academic landscape.

During his tenure as a middle school principal at Newport News Public Schools, Dr. Rogers exhibited a forward-thinking approach by supervising the design and implementation of the first whole-school International Baccalaureate Middle Years Program in the Tidewater area. His proactive engagement with community partners, like NASA and Newport News Shipbuilding, to establish student mentoring programs, emphasizes his commitment to providing students with real-world experiences and exposure.

Furthermore, his active participation in various leadership programs and conferences, such as the Virginia Tech Aspiring Superintendents Program and the National Principal Mentor Training Program, solidifies his dedication to continuous learning and professional growth. His impressive list of publications, including "Bring Your Own Device: Engaging students and transforming instruction," attests to his expertise in integrating technology into education, a crucial aspect for the modern-day Marine and Environmental Studies academy.

Outside of his formal roles, Dr. Rogers’ community involvement, including board memberships and advisory roles, highlights his holistic approach to education and his belief in the interplay between schools, communities, and external organizations in fostering student growth.

2. A well-defined organizational chart showing the roles and responsibilities of all positions included as well as the relationship of the school's governing board to the administrative staff of the college partnership laboratory school. This organizational chart should include the functional reporting structure, including lines of authority and reporting between the school's governing board, school leadership, school management, teaching staff and any functional administrative teams. Also include related functions such as advisory boards, parents/guardians, and teacher councils or external organizations that will play a role in managing the school.



3. A clear description of the functions, roles, and duties of the governing board and its proposed composition and bylaws, the location of the public meeting space, and how it will comply with regulations such as the Freedom of Information Act. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

Governing Board: The Governing Board will be composed of leaders from Old Dominion University and Newport News Public Schools. A shared governance model will be in place, establishing policies that deviate from established university and school division policies. The Board will seek recommendations from the Director for Design Thinking and Leadership Development, the Academy Director, and the Advisory committee when considering decisions regarding the Lab School functioning. The Board will meet quarterly, following the procedures in the Code of Virginia.

The Advisory Committee will be composed by the chairs of the following committees. Committees may be dissolved and created as the Lab School process evolves.

- Community Engagement - Community members will be on this committee, along with ODU faculty and administrators, Newport News Public Schools' personnel, and city representatives.
- Parents - This committee will be composed of parents, supported by a Lab School member.
- Curriculum - This committee will be composed of curriculum experts across Newport News Public Schools, the MEESA Academy Director, Old Dominion University, Virginia Digital Maritime Center, and maritime and other industry professionals.
- Research - Members will include ODU research faculty, ODU students, and NNPS representatives.
- Educator Preparation - This committee will be composed of educator preparation and development faculty at Old Dominion University, NNPS professional development, and led by an ODU faculty member.
- Maritime - Members will be a part of the maritime business and industry community.
- Partnerships and Sustainability - Members will include ODU philanthropic and corporate partnership development, NNPS development, the city of Newport News, and industry and business leaders.
- Marketing & Branding - This committee will be co-lead by NNPS and ODU marketing and branding personnel.

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/guardians, and community organizations.

   The Governing Board will include leaders from Old Dominion University and Newport News Public Schools. The NNPS Superintendent or designee will provide updates to the Newport News Public Schools School Board and the ODU Provost or designee will provide updates to the ODU Board of Visitors.

5. Explain the decision-making processes the governing board will use to develop school policies.

   The Director of the Institute for Design Thinking and Leadership Development will solicit input from the Academy Director and advisory groups for policy recommendations. The Director will present those recommendations to the Governing Board. The Governing Board will also solicit input from ODU Laboratory School Advisory Board.

6. Portray how the governing board will involve parents/guardians and community members in governing the school.

Parents and community members will be a part of the advisory committees, as well as to attend regular information sessions about the school.

- Parents - This committee will be composed of parents, supported by a Lab School member.
- Curriculum - This committee will be composed of curriculum experts across Newport News Public Schools, the MEESA Academy Director, Old Dominion University, Virginia Digital Maritime Center, and maritime and other industry professionals.
- Research - Members will include ODU research faculty, ODU students, and NNPS representatives.
- Educator Preparation - This committee will be composed of educator preparation and development faculty at Old Dominion University, NNPS professional development, and led by an ODU faculty member.
- Maritime - Members will be a part of the maritime business and industry community.
- Partnerships & Sustainability - Members will include ODU philanthropic and corporate partnership development, NNPS development, the city of Newport News, and industry and business leaders.
- Marketing & Branding - This committee will be co-led by NNPS and ODU marketing and branding personnel.

7. Admissions Policy (see 22.1-349.3 of the *Code of Virginia*.) Provide a detailed description of the overall college partnership laboratory school lottery process. The detailed process description should include a) strategy and methodologies for process design, b) public communication strategies, c) process implementation, and c) ongoing management of the following topic areas:
   (1) marketing strategies to reach all demographic groups residing in the Commonwealth,
   (2) admitting students to the college partnership laboratory school,
   (3) management of the enrollment lottery waiting list,
   (4) managing statutorily allowed preferences,
   (5) managing student withdrawals and transfers, and
   (6) audit process.

   See *Best Practices for Administration of Lottery* from the CPLS Standing Committee for more information.

Students interested in attending MEESA will submit applications to Old Dominion University specific to the lab school. Any student can apply to be considered for enrollment in the lab school by applying through the lab school website. Additionally, a link to the application will be

available on the NNPS webpage. In the event that interest exceeds open seats the lab school will conduct a lottery using the lottery best practices document as follows:

1. Determine the number of new students that will be admitted each year or the number of seats offered. State law requires that "Enrollment…shall be open on a space-available basis to ANY student who is deemed to reside within the Commonwealth."
2. Declare the date that the application process will open and the date it will end as well as the date of the lottery should it be necessary. As we receive applications, we will time stamp the date and time of the receipt of the application. This will be done prior to determining student residency.
3. A neutral party or employee of the VDOE will monitor the lottery process.
4. ODU and NNPS will conduct the marketing campaign and student recruitment process. This process will begin prior to the start of the application process.
5. Because MEESA will be available to all children in the Commonwealth of Virginia, we will use general information to determine student eligibility such as the student's name, age, parent/guardian name, address (to determine residency) and a number where the parent/guardian can be reached at the conclusion of the lottery. If at the end of the application period, we have more qualified applications than we have seats, we will conduct a lottery. If we do not have more applicants that we have available seats, we will conduct our admission process in the order that applications were submitted based on their date and time stamp. Qualification of students only refers to student residency that has been confirmed.
6. To prepare for the lottery, we will prepare a roster or "Qualified Applicant List" listing each student's name. The list will be given to the neutral party who will monitor the lottery.
7. In order to maintain student privacy and to facilitate randomization of the process, a ticket number composed of six to seven numbers will be generated and applied to a name on the list. These numbers, unique to each student, are on the Number Identifier List. The Number Identifier List is given to the neutral party monitoring the lottery process and is not shared with anyone else.
8. The lottery is run on the appointed day with the opportunity for interested individuals from the public to attend. The neutral party will attend the lottery. The Number Identifier List without the associated student name is generated by the neutral observer and given to whomever is running the lottery. During the randomizing process the ticket numbers are randomized, and a rank order is created using only the list with the ticket numbers. Each applicant receives a rank order number. No ticket number is excluded.
9. A copy of this list will be given to the neutral observer. The neutral observer provides the school administration with a copy of the newly rank-ordered list that pairs the student's name with their identifier ticket. This is now called the Master Admission List. The neutral observer retains this list and gives a copy to the school administration.
10. The Lab School begins the admission process by having the parent or guardian of the student sign a document saying that they will accept or reject a seat in the class.
11. Each month after the lottery, The Lab School administration will send a report to the neutral observer providing updates on which students accepted or rejected seats until such time the class is filled.
12. Students who receive a randomized ticket number in excess of the declared number of available seats shall constitute the waiting list and that order will not change unless or until their rank order is accessed to admit students to the new class after a student on the

Master Admission List declines the offer of a seat in the incoming class. The waiting list shall be maintained until the cohort of students for that class graduate. If there is a vacancy that occurs in the cohort class at any time after the beginning of class for the cohort then the waiting list is used to reach out to parents and students to determine whether or not they would like to transfer to the Laboratory School.

V. ELEMENT 5 – Laboratory School Management Structure

The following components must be addressed:

1. A detailed staffing chart showing all planned positions for the college partnership laboratory school. This organizational chart should include all planned positions for the school's leadership team, administration team, teaching staff, teaching assistants/pre-licensure student teachers, specialized instructional support positions and any other and any positions. This staffing chart should include (1) Position Title, (2) Brief Overview of the Position Responsibilities and SCED assignment, if any, (3) Licensure Requirements, if any, (3) Planned Hiring Date, (4) Number of Positions Required (5) Reporting Relationship, and (6) Position Professional Development Requirements, if any.

Position (1, 3, 4)	**Reports to (5)**	**Qualifications (2, 6)** Brief Overview of the Position Responsibilities and SCED assignment Position Professional Development Requirements, if any.
Director, Institute for Design Thinking and Leadership Development Year 1 (no licensure requirement; 1 position)	Old Dominion University	Faculty or administrator at Old Dominion University; preferred earned doctorate
MEESA Director Year 1	Governing Board (day-to-day supervision and oversight provided by the Director, Institute for Design Thinking and Leadership Development)	Master's required, K-12 Administration license required

Program Manager Year 1 (no licensure requirement; 1 position)	Director, Institute for Design Thinking and Leadership Development	Master's Degree preferred, K-12 teaching experience preferred
Teacher 1 Course 1 (Renewable Energy, 1) Course 1 (Renewable Energy, 2) Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY)	MEESA Director & Director, Institute for Design Thinking and Leadership Development	Renewable Energy Teacher. Teachers must be endorsed in Technology Education, Earth and Space Science, Agricultural Education, Horticulture, Agriculture Machinery Service, Electricity, Building Trades, Carpentry, Plumbing or HVAC SCED Code: 17105 Must attend district and lab school related training as outlined by ODU and NNPS.
Teacher 2 Course 3 (Energy and Power, 1) Course 3 (Energy and Power, 2) Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY)	MEESA Director & Director, Institute for Design Thinking and Leadership Development	Teachers must be endorsed in Technology Education, Earth and Space Science, Agricultural Education, Horticulture, Agriculture Machinery Service, Electricity, Building Trades, Carpentry, Plumbing or HVAC. SCED Code: 20101 Must attend district and lab school related training as outlined by ODU and NNPS.
Teacher 3 Internships/Externships College Connection Year 3 (begin spring 2025 with supported ODU stipend; teaching contract for 2026-2076 AY)	MEESA Director & Director, Institute for Design Thinking and Leadership Development	Teachers must be endorsed in Technology Education, Earth and Space Science, Agricultural Education, Horticulture, Agriculture Machinery Service, Electricity, Building Trades, Carpentry, Plumbing or HVAC. SCED Code: 22101 Must attend district and lab school related training as outlined by ODU and NNPS.
Receptionist Year 1	Director, Institute for Design Thinking and Leadership	High school diploma, receptionist experience preferred. Some experience in an office

(no licensure requirement; 1 position)	Development	setting, K-12 preferred.
Faculty and Administration Lab School Support Year 1 (no licensure requirement)	Old Dominion University	Faculty and administration at Old Dominion University
Curriculum Development Writers Year 1	Old Dominion University and Newport News Public	Content expertise in curricular focus and/or experience in maritime preferred
Research Coordinators Year 1 (2 positions; no licensure requirement)	Old Dominion University	Faculty and administration at Old Dominion University

2. Detailed plans for the recruiting and developing school leadership and staff including a timelines/calendar for recruiting, recruiting strategies, plan for recruiting and supporting a diverse staff, and the position responsible for college partnership laboratory school staff selection. Also include a plan for onboarding/orientation of new staff members and what entity is responsible.

The Director of the Institute for Design Thinking and Leadership Development is an existing ODU position, with supplemental funding via the Lab School grant. The receptionist position, funded by Old Dominion University, is in the search process now. The Academy Director will be hired within the first six months of receiving the grant. Teacher 1 and 2 will be recruited and identified by spring 2025, with Teacher 3 recruited and identified by spring 2026. The Community Engagement and Recruitment Coordinator will be onboarded at the start of the grant funding.

A job description will be developed by the committee that outlines the duties for the teachers and the program director for the Lab School. The job posting will be advertised on several websites to attract diverse candidates with specialized skill sets to meet the needs of this innovative school. Both college and school-based employees will be selected based on experience and expertise in working with the Newport News Public School, Old Dominion University, and business and community partners.

Onboarding will take place at the school system and the university levels. The NNPS human resources department will organize the onboarding process and provide information as it relates to staff professionalism, insurance, and benefits. The staff will also receive professional development from the department of Employee Expertise on best instructional practices, daily operations, and professional growth opportunities.

Old Dominion University (including Old Dominion University Research Foundation) positions will follow the organization's human resource hiring practices linked here: ODU and ODURF.

3. Assurance that the applicant will meet the conditions of § 22.1-349.9 of the *Code of Virginia* which states that the college partnership laboratory school personnel will be employees of the Institute of Higher Education and/or the Eligible Entity and be granted the same employment benefits given to professional, licensed personnel in public schools in accordance with the agreement between the college partnership laboratory school and the Board.

The Director of Institute for Design Thinking and Leadership Development will be an Old Dominion University employee. The Academy Program Director and teachers will be NNPS employees and ODU employees, and will be provided a supplemental laboratory school contract and adjunct faculty status at ODU.

4. List the qualifications and appropriate licenses and endorsements that each position must have to perform the job function(s) for the college partnership laboratory school's leadership and proposed teachers and other staff. Provide information about what entity is responsible for submitting licensure requests to VDOE and ensuring staff maintain their license during their renewal cycle. If individuals have already been identified for specific positions, provide their names, qualifications and/or teaching license number as an Appendix – Laboratory School Teacher/Staff Information.

   The MEESA Academy Program Director must hold a Virginia Postgraduate Professional License in Administration and Supervision endorsement.

   Teachers must be endorsed in Technology Education, Earth and Space Science, Agricultural Education, Horticulture, Agriculture Machinery Service, Electricity, Building Trades, Carpentry, Plumbing or HVAC to teach Renewable Energy, Sustainability and Renewable Technologies, and Energy and Power. Engineering teachers must also have a Tech Ed licensure.

5. Describe the plan to 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."

ODU MEESA and Newport News Public Schools teachers must possess a Bachelors or Masters degree in education or related field and must possess a valid Virginia K12 license.

Teachers, as a condition for employment, must complete a background check with fingerprinting, collecting data on convictions for crimes of child abuse and neglect as required by §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4.

Additionally, teachers must possess the ability to communicate effectively verbally and in writing, as well as the ability to establish and maintain effective working relationships with students, staff, parents, & the public.

The Academy Program Director and teachers will be will be provided a supplemental laboratory school contract and be ODU employees in their lab school capacity.

6. Describe the school's leadership and teacher employment policies by identifying which entity's employment policies pertain to which particular position and describe the process of notification to all school employees of the terms and conditions of employment. If possible, provide a sample of the human resource policy for the school that is consistent with state and federal law.

Newport News Public schools
Maritime Engineering and Environmental StudiesAdministration and Faculty

Old Dominion University or Old Dominion University Research Foundation
Director, Institute for Design Thinking and Leadership Development
Community Engagement and Recruitment Coordinator
Receptionist
Office Manager and Fiscal Tech
Faculty and Administration - Lab School Support
Supplemental contracts and consulting (i.e. curriculum development)

Employment Policies per Entity:

Old Dominion University (including Old Dominion University Research Foundation) positions will follow the organization's human resource hiring and employment practices linked here: ODU and ODURF.

Newport News Public Schools follows these policies with regards to leadership and teacher employment, which are available in our policy manual:

GC–Teacher Employment
No teacher is regularly employed by the School Board or paid from public funds unless such teacher holds a license or provisional license issued by the State Board of Education. If a teacher employed under a provisional license is activated or deployed for military service within a school year (July 1-June 30), a year will be added to the teacher's provisional license for each school year or portion thereof the teacher is activated or deployed. The additional year or years shall be granted the following year or years after the return of the teacher from deployment or activation.

The Board of Education prescribes, by regulation, the requirements for the licensure for teachers and other school personnel required to hold a license.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-298.1 and 22.1-299.

Adopted: February 16, 2016
Reviewed: July 1, 2023

GCB-Contracts and Salary Notifications
The employment of personnel is approved by the School Board upon the recommendation of the Superintendent. The Board grants to the Superintendent or designee the authority to offer contracts for employment to "teachers," "licensed administrators," and bus drivers subject to final approval by the Board. These contracts will be effective upon Board approval and will include the terms of employment and any special conditions.

Salary Notifications may be issued annually to other school board employees, who are not required by statute to have contracts, to notify them of their position, title, and salary level.

See also Policy GDB–Employment of Support Staff
Code of Virginia, Sections 22.1-293, 294, and 302 and 8VAC20-70-50

Date of Adoption: July 18, 1973; July 11, 1974
Revised: March 23, 1994; July 1, 2002; July 1, 2023

GDB- Employment of Support Staff
The employment of personnel is approved by the School Board upon the recommendation of the Superintendent. The Board grants to the Superintendent or designee the authority to offer conditional employment subject to final approval by the Board.

All new support personnel will serve an eighteen month probationary period. During the probationary period, the employee will be observed and assisted, if needed, to assure an appropriate level of job performance. Should the employee's performance be unsatisfactory, the employee may be released at any time during the probationary period. Probationary employees do not have access to the grievance process.

Upon successful completion of the probationary period, the employee will be considered a regular employee in the job classification with access to the grievance process.

Support staff will receive a salary notification as a renewal of their employment each year.

If an individual is not going to be recommended for employment for the next year, the employee will be notified prior to June 30.

Legal reference: Code of Virginia 22.1-79

Date of Adoption: July 18, 1973 and March 23, 1994
Revised: March 23, 1994; July 1, 2002; June 20, 2023

7. Describe the plan for annual performance evaluations, including who will be conducting the evaluations for each position and what evaluation standards will be used for each position. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

ODU will follow NNPS policies and procedures for routine evaluation of the Academy Director and teachers. This is outlined in section GCO of the NNPS board approved policies and procedures:

GCO-Performance Assessment System
The Newport News Public Schools Performance Assessment System will:

1. Reflect the mission, vision, and beliefs of the school division,
2. Promote and encourage each employee's professional development,
3. Adhere to rigorous standards of reliability and validity, and
4. Align with the Commonwealth of Virginia's Standards of Quality and the Code of Virginia.

The School Board delegates to the Superintendent the authority and responsibility to develop and implement a performance assessment system for all employees. The Superintendent will assure that cooperatively developed procedures for Teachers and Licensed Administrator assessments are implemented throughout the division. The assessment program will be consistent with the performance standards set forth in the Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Assessment of Support Staff employees will be a continuing process and will include periodic formal appraisals. The results of all formal assessments will be documented, dated and signed by the evaluator and the employee being evaluated, with one copy going to the employee's personnel file at the Human Resources Office and one copy going to the employee. The MEESA Program Director will be assessed on an annual basis by the governing MEESA, with support and recommendations by the Director of the Institute for Design Thinking and Leadership Development. For their professional development roles with the university, staff at MEESA will receive an annual evaluation from ODU from designated faculty or staff in accordance with policies related to their job classification.

ODU follows the policies and procedures for routine evaluation of the faculty, staff, and administrators per ODU policy (or ODURF, depending on hiring structure).

8. 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*.)

   All qualifications of MEESA teachers and administrators will be consistent with Newport News Public School's policies and approved by ODU. For positions that require licensure and endorsement areas, staff will be monitored through the NNPS Human Resources department and evaluated regularly by the program lead. Administrators will hold the required endorsements in alignment with NNPS policy and ODU approval.

9. Provide an overview of the high quality professional development programs associated with the mission and proposed instructional program. Describe how faculty and staff will access the professional develop and if the school is providing professional development days, reimbursements for tuition, registration, travel, and substitutes, if needed. (*See* § 22.1-253.13:5 of the *Code of Virginia*.)

High-quality professional development will be accessible through NNPS and Old Dominion University in order to establish teacher efficacy as a pillar of our program. Through continuous professional development, mentoring, coaching, and small group peer support our educators will refine their teaching methods, collaborate with peers, and embrace innovative pedagogical approaches. Additional professional development to create a best practice teaching model for Maritime Engineering and Environmental Studies include:

- Experiential Learning
- Environmental Stewardship/Sustainability Education
- Engineering Design Practices and Design Technology
- Autonomous Systems and Artificial Intelligence
- Interdisciplinary Education
- Global Logistics and Technology/Integrated STEM learning
- Design Thinking
- Electronic Portfolios
- Research

The teachers at MEESA will become the models for best practices in our division, hosting workshops at the NNPS Innovate Conference, and providing coaching, mentoring and peer support to other educators across the division.

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*.)

An MOU will be developed between NNPS and ODU to indicate the following:

- NNPS is responsible for the logistics and cost of student transportation to and from the Academy Inn and all experiential learning opportunities and field trips.
- NNPS is responsible for the logistics and cost of student extracurriculars including school sports originating from their divisions.
- NNPS is responsible for providing meals to all students originating from their division.
- NNPS is responsible for identifying and providing the necessary support for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students.

- NNPS is responsible for ensuring student access to counseling, support services, and accommodations as necessary.
- NNPS is responsible for managing attendance concerns.
- Academy staff (Director and teachers) are responsible for reporting attendance, mid-term, and final grades to NNPS.
- NNPS will provide access to and the use of their Learning Management System, library resources, and other digital systems for the use of the Academy staff.
- NNPS is responsible for organizing SOL testing, SAT testing, ACT testing, and other standardized learning assessments.
- NNPS and Lab School leadership will work together with the guidance of the governing board to regularly review and update the MOUs as necessary to best support students and their families.
- NNPS is responsible for providing nursing and medical services to Academy students.

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

    The maritime industry in Hampton Roads faces ongoing challenges with its workforce pipeline. Old Dominion University (ODU) continues to work and/or has membership with organizations such as the Hampton Roads Workforce Council (HRWC), Hampton Roads Round Table, Virginia Ship Repair Association (VSRA),which has 322 member companies, and the Virginia Maritime Association (VMA), which has 450 member companies, to ensure that this proposed Lab School is created with industry's involvement and needs in mind. These organizations have stressed that tackling workforce challenges in the maritime industry has to start at K-12. These organizations are supportive of the addition of maritime related lab schools in this region. Communicating with shipping, shipbuilding, warehousing and distribution, and manufacturing and defense related companies, all are in need of a skilled workforce and are competing from overlapping labor pools. On May 25th, 2023, ODU formed an industry centered focus group that was held on campus to specifically determine the needs from industry partners and to discuss the proposed Lab School. This focus group had representation from a dozen maritime related regional companies and organizations, including the HRWC, VSRA, and the VMA. On May 26th, a focus group was conducted for regional institutions engaged in Maritime-related education. Fourteen representatives attended the meeting, including partners from New Horizons Regional Education Center, Tidewater Community College, Youth Sailing Virginia, Nauticus, the Virginia Modeling and Simulation Center, the Society of Naval Architects and Marine Educators, and the American Society of Naval Engineers as well as representatives from the cities of Norfolk and Portsmouth. Discussion centered around the need for more Maritime-related educational opportunities for youth (for example, New Horizons turns away students interested in Maritime programs due to

lack of space), early exposure to the Maritime industry in order to attract youth, activities to target populations underrepresented in the Maritime industry, and greater coordination of services across institutions. Our regional organizations are eager to support a new Maritime-focused high school and lend resources, such as manpower from the 600+ members of the American Society of Naval Engineers.

Efforts were also made to include the voices of ODU students. In April, 2023, current students in ODU's Maritime and Supply chain Management program were interviewed to learn how they first became interested in the Maritime industry and to solicit suggestions for recruiting students and planning field-based activities for a Maritime focused high school. In late April, students in the Career and Technical Education program were surveyed to ascertain their potential interest in and professional development needs for teaching at a Maritime-focused high school. A sample of NNPS parents were included in focus groups discussing what they would like to see in a Maritime focused lab school, and in what ways they thought the school could best prepare students for the future.

12. Provide drafts of a *Student Code of Conduct*, student handbooks, and other governing policies that addresses student behavior, discipline, and participation in school activities. Include policies and procedures governing suspension and expulsion of students. 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. Also describe how a parent could appeal the decision of a school administrator through a grievance process. Provide any drafts as Appendix – Student Handbook

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Students enrolled in the Lab School will follow the governance outlined in the NNPS Rights and Responsibilities Handbook. Information in this booklet includes students basic rights and responsibilities, attendance and discipline policies, food services, transportation, and student fines and fees. Due process for students and the parental appeal process is also located in this handbook.

13. A detailed school start-up plan that identifies major tasks, timelines, and responsible individuals for accomplishing each task noted in the start-up plan.

Date	Type of Activity	Activity	Target group	Location	Description/Notes
Winter 2023/24	Advisory Board	Creation of Advisory Board and first meeting	Key Partners and Stakeholders	TBD	Purpose and fucntion of the advisory board, input and feedback on current plan

Winter 2023/24	Personnel	Establish steering committee leads	Key leaders for ODU and NNPS	N/A	Identify leaders responsible for each of the core teams (Research, Educator Prep, Curriculum Development, etc.)
Winter 2023/24	Curriculum Development	Identify content experts to serve on curriculum development processes/internal and external stakeholders	ODU Faculty, Industry, and Business partners	TBD	Identify lead facilitator and work with core team lead to establish outcomes.
Winter 2023/24	Exposure/Recruitment	Develop logo and marketing/promotion materials	HS marketing and digital design courses	NNPS HS	Consider utlizing existing HS marketing courses through a pitch process/design brief, need to develop a logo, marketing materials, etc.
Winter 2023/24	Facilities	Receive quotes from vendors for facilities upfit.		N/A	Work with ODU/NNPS to understand process to obtain quotes and submit an RFP, if needed. Develop a timeline for the procurement process.
Winter 2023/24	Research	Convene Research Core Team and map out theory of action and logic model.	Research Core Team	TBD	Identify members of the Research Core Team and utilize a facilitator to support the work to map out the theory of action and logic model.
Winter 2023/24	Educator Prep	Convene Educator Prep core team.	Educator Prep Core Team	TBD	

Spring 2024	Building Understanding and Capacity	NNPS School Board update	NNPS School Board and Community	NNPS	To provide an update on the work taking place, including immediate, short term and long term actions
Spring 2024	Building Understanding and Capacity	NNPS Staff meetings	Key NNPS Leaders and Staff (Cabinet/Senior Staff, Principals, Counselors, MS/HS Activities Coordinators)	TBD	Overview of the program and plan
Spring 2024	Advisory Board	Advisory Board meetings	Key Partners and Stakeholders	TBD	Orientation, purpose and expectations. Introduce a partnership plan.
Spring 2024	Exposure/Recruitment	General Student Interest activities	NNPS 8th-9th grade students	TBD	Push into the schools, what course is most appropriate?; Develop an interdisciplinary project to spark interest? Also, help to identify potential barriers, such as full day/half day, transportation, meals, etc. Reoccuring program at BC iLab that brings in NNS professionals within maritime careers to have career exploration/hands-on experiences. Work with 8th and 9th grade STEM classes or existing STEM related

					clubs.
Spring 2024	Building Understanding and Capacity	Parent and Family Information sessions	NNPS Parents and Families	Each NNPS HS and Virtual session(s)	Overview of the program and plan
Spring 2024	Curriculum Development	Develop curriculum pathways	NNPS/ODU staff	TBD	Identify key staff from NNPS, ODU and external partners. Host 2 full days bringing people together to map out the pathways, course offerings and identify next steps. This work will serve as preparation for the Teacher Summer Retreat.
Spring 2024	Facilities	Continue facilities quotes based upon curriculum development processes			

Summer 2024	Exposure/Recruitment	Summer Camps (several 1 week camps)	Rising 9th and 10th graders	TBD	Spread throughout the summer for greater access; include transportation and meals to eliminate barriers; each day is a visit to a different facility and experience
Summer 2024	Curriculum Development	Summer Curriculum Development Institute	Core group of NNPS, ODU identified to develp the curriculum and pathways	TBD	Dedicated time for key staff from NNPS, ODU and external partners. 2 days to check in on progress, collaboratively identify gaps or areas where additional work is needed. Also used to finalize plans for the Teacher Summer Retreat
Summer 2024	Building Understanding and Capacity	Teacher Summer Retreat	NNPS Cohort Teachers and Staff	TBD	This could be used to build capacity but also as a way to develop and refine the curriculum. Can we build initial exposure into existing curricula in 8th-9th grade? Interdisciplinary or cross disciplinary project?
Summer 2024	Personnel	Recruitment and hiring of MESA Director	NNPS Educators	TBD	Finalize job description and post on mulitple sites for recruitment of high quality candidates.

Fall 2024	Building Understanding and Capacity	NNPS & ODU School Board updates	NNPS School Board and Community	NNPS	To provide an update on the work taking place, including immediate, short term and long term actions
Fall 2024	Exposure/Recruitment	School visits	Rising 9th and 10th graders	Each NNPS HS	Visit each NNPS high school to hold an information session during the school day; Several visits to set up a table/booth during lunches at each HS
Fall 2024	Exposure/Recruitment	Roll out Marketing materials	NNPS students and community	Newport News	Roll out marketing plan to include school and community messages, social media and TV ads, community marketing, etc.
Fall 2024	Exposure/Recruitment	After school camps	NNPS MS and HS	Each NNPS MS and HS	High interest activities; off-site trips? Can we pay club/camp sponsors?
Fall 2024	Advisory Board	Advisory Board meetings	Key Partners and Stakeholders	TBD	
Fall 2024	Exposure/Recruitment	Field trips	NNPS MS and HS	Each NNPS MS and HS	Can we build something into the 8th or 9th grade curriculum for a site based field trip during the school day?

Winter 2024/25	Exposure/Recruitment	Continued Marketing and Recruitment	Lab School staff, NNPS Leadership and Counselors	NNPS	Continued promotion and use of marketing and recruitment materials until course selection ends.
Winter 2024/25	Course Selection	Student course selection for 2025-26	10th graders	Each NNPS HS	
Winter 2024/25	Advisory Board	Advisory Board meeting	Key Partners and Stakeholders	TBD	
Winter 2024/25	Cohort 1	1st cohort notified of selection	rising 11th graders	Each NNPS HS	Consider how to notify students. Plan to capture some student and parent reactions. How can we memorialize this moment?
Spring 2025	Building Understanding and Capacity	Parent and Family Information sessions	Parents and Families of identified cohort	Each NNPS HS	Overview of the program and plan
Spring 2025	Building Understanding and Capacity	NNPS School Board update	NNPS School Board and Community	NNPS	To provide an update on the work taking place, including immediate, short term and long term actions
Spring 2025	Personnel	Recruit and hire 2 Teachers	NNPS Teacher community	NNPS	Begin to on board teachers; professional development
Spring 2025	Cohort 1	Iniital meeting of cohort 1	1st 11th grade cohort	TBD	Initial meeting to include overview, team building, high interest activities, etc. Notification of summer institute dates.

Summer 2025	Exposure/Recruitment	Summer Camps (several 1 week camps)	Rising 9th and 10th graders	TBD	Spread throughout the summer for greater access; include transportation and meals to eliminate barriers; each day is a visit to a different facility and experience
Summer 2025	Building Understanding and Capacity	Teacher Summer Retreat	NNPS Cohort Teachers and Staff	TBD	In-depth training into the curriculum, equipment, resources, etc. Work with experts in the field, demonstration and coaching of curricilum units and lessons
Summer 2025	Cohort 1	Summer Institute for identified cohort	1st 11th grade cohort	TBD	This would be a summer experience for 11th graders in the first cohort. Include exposure to field experts, site visits, and high interest activities.
Fall 2025	Cohort 1	11th grade cohort begins	11th graders	Lab School	
Fall 2025	Building Understanding and Capacity	Parent Academy sessions	Parents and Families of identified cohort	TBD	Opportunities to engage with parents and families to showcase the learning experiences taking place in the program and to build their capacity to support their student. Could be day or evening sessions.

Fall 2025	Exposure/Recruitment	Recruitment for fall 2026 cohort	10th graders	Each NNPS HS	
Fall 2025	Curriculum Development	Finalize curriculum for Teacher Cadet course	Identified NNPS staff	TBD	
Winter 2025/26	Course Selection	Student course selection for 2026-27	10th graders and 11th graders	Each NNPS HS	Course selection for new cohort and those returning in year 2. Consider 1:1 scheduling with initial cohort to guide and understand any reasons for not continuing in the program.
Winter 2025/26	Advisory Board	Advisory Board meeting	Key Partners and Stakeholders	TBD	
Winter 2025/26	Cohort 2	2nd cohort notified of selection	rising 11th graders and 12th graders	Each NNPS HS	
Winter 2025/26	Building Understanding and Capacity	Parent Academy sessions	Parents and Families of identified cohort	TBD	Opportunities to engage with parents and families to showcase the learning experiences taking place in the program and to build their capacity to support their student. Could be day or evening sessions.
Spring 2026	Building Understanding and Capacity	Parent and Family Information sessions	Parents and Families of identified cohorts (new 11th graders and returning	Each NNPS HS	Overview of the program and plan

			12th graders)		
Spring 2026	Building Understanding and Capacity	NNPS School Board update	NNPS School Board and Community	NNPS	To provide an update on the work taking place, including immediate, short term and long term actions
Spring 2026	Cohort 2	Iniital meeting of cohort 2	2nd 11th grade cohort	TBD	Initial meeting to include overview, team building, high interest activities, etc. Notification of summer institute dates.
Spring 2026	Both cohorts	Teacher Cadet practicums begin	Teacher Cadet students		
Summer 2026	Exposure/Recruitment	Summer Camps (several 1 week camps)	Rising 9th and 10th graders	TBD	Spread throughout the summer for greater access; include transportation and meals to eliminate barriers; each day is a visit to a different facility and experience
Summer 2026	Building Understanding and Capacity	Teacher Summer Retreat	NNPS Cohort Teachers and Staff	TBD	In-depth training into the curriculum, equipment, resources, etc. Work with experts in the field, demonstration and coaching of curricilum units and lessons

Summer 2026	Both cohorts	Summer Institute for identified cohort	11th grade and 12th grade cohort	TBD	This would be a summer experience for new 11th graders in the first cohort and the returning 12th graders in year 2. Include exposure to field experts, site visits, and high interest activities.
Summer 2026					
Fall 2026	Both cohorts	Full implementation with 11th and 12th grade cohorts	11th and 12th graders		
Fall 2026	Exposure/Recruitment	Recruitment for fall 2027 cohort	10th graders		
Fall 2026	Building Understanding and Capacity	Parent Academy sessions	Parents and Families of identified cohort	TBD	Opportunities to engage with parents and families to showcase the learning experiences taking place in the program and to build their capacity to support their student. Could be day or evening sessions.

14. 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).

Students graduating from the Maritime Engineering and Environmental Studies Academy with a minimum GPA of 2.5 will be provided guaranteed admissions to Old Dominion University. A memorandum of academic agreement made between Newport News Public Schools and Old Dominion University regarding the granting of academic credit for prior learning at the undergraduate level will be developed. Old Dominion University has agreed to grant academic

credit for the successful completion with a grade of "B" or higher in two courses in the Maritime Engineering and Environmental StudiesAcademy. The two courses will be developed in partnership with Newport News Public Schools and Old Dominion University, with credit awarded based on the review of content and the evaluation of the ODU designated faculty. Eligible students must graduate prior to the review/ award of academic credit, and be admitted and enrolled at Old Dominion University. Courses will be identified during year one of the Academy development.

A procedure will be developed for granting the credits, using the existing Prior Learning Assessment process. The review and award of credits will be evaluated using the Prior Learning Training Evaluation Form. The form is to be filled out by the Academic Advisor and the student and submitted to the Transfer Initiatives. ODU representatives will verify successful completion of up to two courses. Proof of successful course completion must be attached to the request for Prior Learning Training Evaluation at ODU prior to the student being awarded the credits.

The credits will be awarded with no additional fee to the student and listed as XP credits.

15. Describe how the college partnership laboratory school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed college partnership laboratory school will meet the following requirements including the process to notify parents of health and safety situations
    - Fire & Safety Regulations
    - Severe Weather/Natural Disaster
    - Student Missing/Hiding/Runaway/Abduction
    - Terrorist/Hostage Situation
    - Possession of Weapons
    - Bomb Threats/Explosions
    - Food Inspections
    - Student Medical Issues/Medical Emergencies

The lab school will align its health and safety plan and policies in accordance with the fiscal agent, as well as NNPS. Further, we will align our plans and policies with the city of Newport News in order to align with the facility's MOU requirements. Staff will receive regular training to ensure alignment with state and federal law annually, at a minimum.

VI. ELEMENT 6 – 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 for the school in accordance with generally accepted accounting principles

The Lab School will use the Old Dominion University's Research Foundation fiscal policies, to include financial controls and audit requirements. Related policies can be found at this link: https://researchfoundation.odu.edu/policies-and-procedures-finance-administration/. The governing board may adopt certain distinctive fiscal policies, and only adopted fiscal policies and regulations will override a fiscal agent policy.

A description of the policies is below.

The ODU Research Foundation provides services for the procurement of goods and services under sponsored programs, discretionary accounts and ODU Research Foundation operating expenses. Purchasing policies and procedures are designed to comply with the purchasing guidelines and cost principles found in 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and 48 CFR Part 31.2 Contracts with Commercial Organizations (Federal Acquisition Regulations (FAR)).

The Research Foundation's goal for every purchasing transaction is to obtain the best value possible. The Research Foundation strives to procure most goods and services through the use of contracts and purchase orders with appropriate terms and conditions to properly protect the Research Foundation and the vendor. When bids are required by policy, they are to be conducted on an open and competitive basis and without favoritism. Interested suppliers will receive fair and impartial consideration.

Only persons officially designated within Finance and Administration shall have the authority to issue purchase orders. All contracts or agreements associated with a Purchase Order must be signed according to the Research Foundation signature authority. Individual departments or schools are not permitted to sign contracts or agreements on behalf of the Research Foundation. Contracts, proposals, or letters of intent that are signed and returned to suppliers directly by a department may be disclaimed by the Research Foundation and may not be binding on the Research Foundation.

Fiscal responsibility and accountability are deeply rooted in the concept of budgeting and the subsequent comparison of actual performance against budgets. Purchasing decisions are made by the Principal Investigator (PI) based upon the belief that the project will perform within the confines of their approved budgets. Purchase requisitions and other spending requests will not be processed for a grant or contract if budgeted funds are not available. The Sponsored Programs personnel are responsible to ensure that purchases are within the contract compliance, period of performance and availability of budget.

The Research Foundation is exempt from Virginia sales tax for purchases of tangible personal property, qualifying prepared meals and catering services. A tax exemption certificate is available from the Purchasing department and should be used in conjunction with any purchase made.

2. Revenue projections for the college partnership laboratory school for Years One through Five. Include detailed information including estimated amounts as well as any

assumptions and/or formulas used to calculate the figures for the following categories of potential revenue:

- Start-up grants
- Operational per-pupil funds from the College Partnership Laboratory Schools Fund
- State ADM funds – Include the formula used for calculating allotments.
- Local Per Pupil Funds – Include the formula used for calculating allotments.
- Federal Funds
- Operational Grants
- Foundations*
- Private Funds*
- Other Funds *
- In-Kind/Non-Monetary Goods or Services*

*If you are depending on these sources of funding to balance your operating budget, provide documentation, such as signed statements from donors, foundations, etc., on the Availability of these funds.

Budget details below (#3).

3. Budget expenditure projections for the college partnership laboratory school for Years One through Five . Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential expenditures or include other categories as needed:
    - Total Personnel (for total number of staff)
    - Employee Benefits Total
    - Staff Development Total
    - Materials & Supplies
    - Office Supplies
    - Instructional Supplies
    - Classroom, Computer and Other Equipment
    - Facilities (Insurance, Utilities, Phone/Internet, Rent, Construction, Maintenance and Repair, Technology Maintenance, Transportation, Fuel, Marketing)
    - Food/Cafeteria

    A Sample Budget Expenditure Worksheet is included at the end of this document. Complete a Budget Expenditure Worksheet for each year. Include additional information that showcases all assumptions for your budgetary calculations. For example, the Year one may include 10 teachers, but the plan is to add two teachers each year, and the increase in Expenditure is seen in the budget. Explain below, in detail, the budget calculations for years budget for Years Two through Five.

Figure A: Illustrative Itemized Budget Spreadsheet

$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
Lab School Operating Costs								
Personnel	496	348	402	410	419	387	2,462	provide details separately
Non-personnel Expenses	271	56	230	230	230	151	1,168	provide details separately
Staff development	58	25	50	50	50	24	257	provide details separately
Equip/Tech/Furniture	325	90	112	112	112	112	863	provide details separately
Admin Fee	50	-					50	provide details separately
Total Lab School Operating Costs	**1,200**	**519**	**794**	**802**	**811**	**674**	**4,800**	**[A]**
Annual Enrollment (# of pupils)		60	110	110	110	110	500	*based on experienced ramps*
Cost per pupil ($)		$8,642	$7,218	$7,291	$7,373	$6,127	$1,920	
Estimated Lab School Funding								
Planning Grant	200						200	per lab school application
Start-up	1,000						1,000	per lab school application
Operating		385	735	735	735		2,590	per lab school application
Subtotal College Partnership Lab School Fund	**1,200**	**385**	**735**	**735**	**735**	**-**	**3,790**	
Outside Funding								
Local share							-	illustrative
Grant funding		30	25	25	50	100	230	illustrative, provide details
Philanthropic funding		30	-	25	50	100	205	illustrative, provide details
Higher education institution support		49	80	100	100	100	429	illustrative, provide details
Business & industry partner contributions			20	25	50	100	195	illustrative, provide details
Fundraising and development		25	20	25	50	100	220	illustrative, provide details
Subtotal Other Funding	**-**	**134**	**145**	**200**	**300**	**500**	**1,279**	
Total Funding	**1,200**	**519**	**880**	**935**	**1,035**	**500**	**5,069**	**[B]**
					Funding Sustainability?		**Yes**	Funding is greater than costs

Figure B: Annual Expenditure Sheet
Sample Budget Expenditure Worksheet

Personnel - Salaries	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all position & fully burdened compensation (example below)*									
Lab School ODU Coordinator	1		#VALUE!	$30,000	$20,000	$25,000	$25,000	$25,000	$25,000
Academy Director	1			$141,000	$147,000	$152,000	$155,000	$160,000	$160,000
Research & Eval Co-Dir	1			$12,000	$8,000	$8,000	$8,000	$8,000	$8,000
Research & Eval Co-Dir	1			$8,000	$8,000	$8,000	$8,000	$8,000	
ODU Community outreach	1			$6,000	$3,000	$3,000	$3,000	$3,000	
ODU CTE Faculty	1			$8,000	$3,000	$3,000	$3,000	$3,000	
Program Manager	1			$121,000	$123,000	$126,000	$128,000	$130,000	$132,000
Security	1				$25,500	$37,000	$40,000	$42,000	$42,000
Consultants/participant support	~15			$70,000	$10,000	$40,000	$40,000	$40,000	$20,000
Total Personnel Costs			**#VALUE!**	**$396,000**	**$347,500**	**$402,000**	**$410,000**	**$419,000**	**$387,000**

Non-Personnel	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all additional services (examples below)*									
Materials & Supplies	200	$250 c		$95,000	$25,000	$100,000	$100,000	$100,000	$30,000
Reference Books				$8,000	$1,000	$10,000	$10,000	$10,000	$5,000
Copier				$8,000	$4,000	$5,000	$5,000	$5,000	$3,000
Social Media Costs				$5,000	$1,000	$5,000	$5,000	$5,000	$3,000
Educator Preparation Costs				$15,000	$5,000	$25,000	$25,000	$25,000	$25,000
Curriculum Development Costs				$40,000	$10,000	$30,000	$30,000	$30,000	$30,000
Field Trips/Internships/site visits					$5,000	$30,000	$30,000	$30,000	$30,000
Research & Eval					$5,000	$25,000	$25,000	$25,000	$25,000
Total Non-Personnel Costs			**$0**	**$171,000**	**$56,000**	**$230,000**	**$230,000**	**$230,000**	**$151,000**

Staff Development	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all staff development costs (examples below)*									
Staff development	4	$1,000 c		$28,000	$12,500	$25,000	$25,000	$25,000	$12,000
Travel	4	$500 c		$30,000	$12,500	$25,000	$25,000	$25,000	$12,000
Total Non-Personnel Costs			**$0**	**$58,000**	**$25,000**	**$50,000**	**$50,000**	**$50,000**	**$24,000**

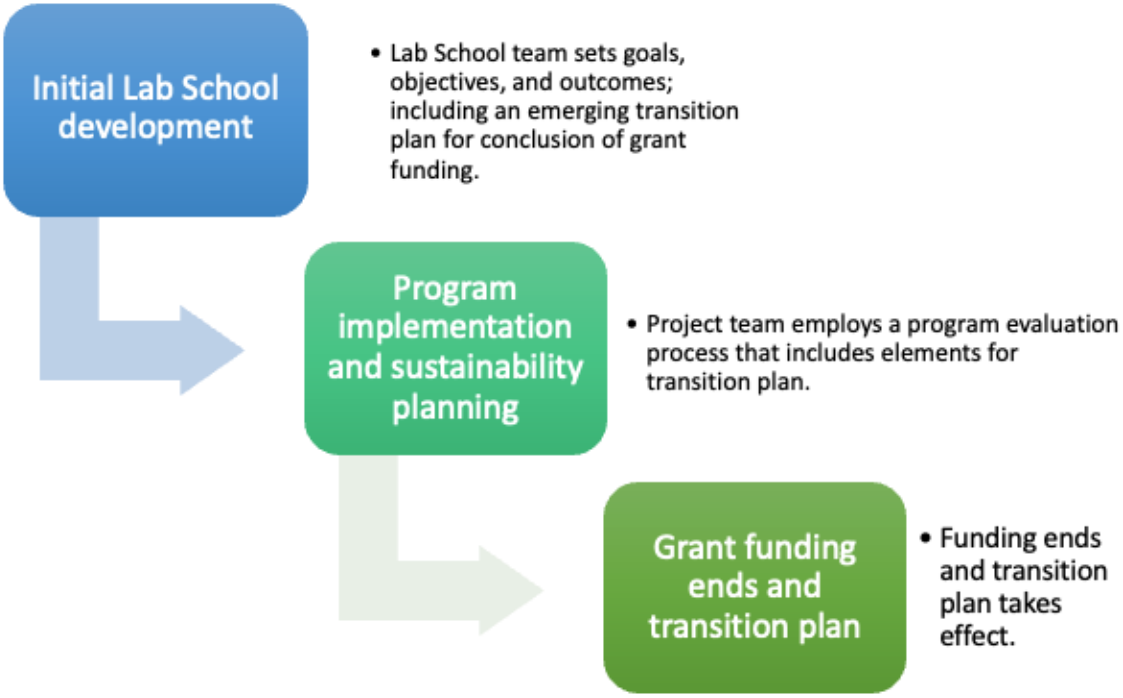
Equip/Tech/Furniture	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all staff development costs (examples below)*									
Classroom technology/capital assets				$75,000	$15,000	$12,000	$12,000	$12,000	$12,000
Facilities/renovations				$250,000	$75,000	$100,000	$100,000	$100,000	$100,000
IT support/licenses									
Total equipment/technology/furniture			**$0**	**$325,000**	**$90,000**	**$112,000**	**$112,000**	**$112,000**	**$112,000**

Administrative Fees	Number	Rate	Run Rate Annual Cost	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
** List all costs (examples below)*									
University administrative fees				$50,000					
Total admin fees				**$50,000**	**$0**	**$0**	**$0**	**$0**	**$0**

Total Operating Costs				**$1,000,000**	**$518,500**	**$794,000**	**$802,000**	**$811,000**	**$674,000**

4. Include substantiation of anticipated fundraising contributions, if applicable.

The Lab School's plan for sustainability is built upon our current efforts to build a coalition of vested partners and collaborators to design and open the Maritime Engineering and Environmental StudiesAcademy. Leveraging Old Dominion University's maritime ecosystem initiatives to be a globally recognized maritime center of excellence and a destination for maritime enterprise, we are working with maritime ecosystem partners to identify potential revenue sources to sustain the initiative upon the conclusion of the grant funding.



The Brooks Crossing ODU Innovation Lab opened in 2019, with support from various funders at the state level, local level, as well as corporate and philanthropic funders. We anticipate continuing to reach out to our funders to continue to engage in potential funding and support of the Lab School.

The Director of the Institute for Design Thinking and Leadership Development will work with the Lab School team to pursue grant funding to support the innovations and overall Lab School. We also have been engaging in conversations with the City of Newport News around the ways in which we are able to work collaboratively to support the Lab School, such as lease waivers and other support.

Newport News Public Schools will examine building in the academic personnel into their base budgeting as the Lab School progresses.

The ODU Philanthropic and Corporate outreach team are working on a fundraising approach to support the school. We have met with the City of Newport News Economic Development Authority to discuss the Lab School and the ways in which we might partner to engage in fundraising and sustainability efforts. We are also working with the Hampton Roads Workforce Council around development efforts, as well as with the ODU Maritime Advisory Council. The Community Engagement and Recruitment Coordinator will work to develop relationships with community members and non-profits to help support the sustainability of the Lab School and the NNPS Family and Community Engagement Department will also support sustainability efforts. We have provided letters of support demonstrating the organizations and leaders supportive of the work and potential sustainability partners.

A sustainability committee will be developed and meet monthly to discuss the sustainability plan and outreach. The committee will include the Director of the Design Thinking Institute, the Community Engagement and Recruitment Coordinator, ODU Development, NNPS Engagement, NNPS grant writer, NNPS Economic Development Authority, maritime industry representatives, and industry and business partner representatives.

We also plan to continue working with the Institute for Advanced Research and Learning to host the GO TEC® teaching lab at the iLab and position it within the Laboratory School. Currently the iLab GO TEC® Teaching Lab is supported through GOVA funding and we will continue to pursue additional funding for the lab. The GO TEC® Teaching Lab is a valuable resource for the laboratory school.

The MEESA governing board is designed with sustainability in mind, continuing governance, operations, and oversight of implementation in the event of staff turnover.

5. Provide a description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property.

   As a state agency, Old Dominion University is insured through the Division of Risk Management which is part of the Virginia Department of the Treasury. This includes general liability, auto, and property, as stated in VA Code: § 2.2-1837. Risk management plan for public liability (virginia.gov).

6. Provide 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.

The ODU Office of Risk Management will administer the property and liability risk management programs for the University. This includes the procurement of insurance protection, managing internal self-insurance programs, participation in the state self-insurance plans, providing risk management advice, and administering claims associated with the University's operations. The insurance and self-insurance coverage includes general liability, directors and officers, errors and omissions, professional liability, property damage, crime, employee bond, equipment breakdown, watercraft, aircraft, automobile liability and physical damage, cyber risk, and other specialized insurance as may be necessary.

As a state agency, the University is permitted to participate in risk management programs that are part of the State's Risk Management Plan. ODU will procure insurance or develop self-insurance programs that are not provided by the State Plans, when deemed necessary.

All University operations conducted on university property, in owned and leased buildings, or at sites located away from the University are covered for authorized University business. This coverage provides protection for acts of negligence for which the University and/or its employees and agents may be held legally liable. It should be noted, however, that there may be no coverage if it is determined that liability was incurred by reason of (a) acts of fraud or dishonesty by the Covered Party, (b) acts of intentional, malicious, or willful and wanton misconduct by the Covered Party, or (c) criminal acts. Defense for claims, suits, actions, or other proceedings covered by this plan is provided under 2.2-507 et al of the Code. Additionally,

claims, demands or other actions seeking relief or redress in any form other than monetary damages, including, but not limited to injunctive relief are not covered. Liability assumed under any written contract or agreement is also not covered.

7. Does the applicant have access to an existing facility suitable for a school with relevant local safety and health standards, such as fire, building, and sanitation available to students?

   Check one of the following: Yes X No ☐

If the answer is yes to the question above, provide the following information each location:

Full address:
Brooks Crossing Innovation Lab
550 30th Street, Suite 101
Newport News, VA 23607

Describe the facility in which the school will be located. Include information on how the site is appropriate to the mission and instructional program for the college partnership laboratory school.

The facility for the Maritime Engineering and Environmental Studies Academy (MEESA) will be located within The Brooks Crossing Innovation and Opportunity Center (BCIOC) in Newport News. This facility is in the Southeast Community of Newport News and is the result of collaboration between Huntington Ingalls-Newport News (HII) Shipbuilding, Old Dominion University (ODU), and the City of Newport News. The Maritime Engineering and Environmental Studies Academy will be housed on the first floor of the BCIOC in the ODU Brooks Crossing Innovation Lab. While the space currently has a variety of items conducive to student learning, we anticipate the need for facility upfit in order to meet the learning design for the Maritime Engineering and Environmental StudiesAcademy.

The Maritime Engineering and Environmental Studies Academy is uniquely situated within the BCIOC, which brings together HII-Newport News Shipbuilding workers, STEM and Maritime Outreach, and local and regional workforce development. The ODU Brooks Crossing Innovation Lab has served as an instructional hub for STEM learning since 2019 for Newport News and the surrounding Hampton Roads community. Driven by team building and collaboration allowing opportunities for students and people of all ages, abilities, and disciplines to learn by designing creative solutions to real-world problems, the Innovation Lab has established itself as a hub for innovative learning opportunities. It is the first and only lab of its kind in Virginia.

The BCIOC is a centralized hub for customized, flexible, comprehensive, and innovative approaches to career awareness, skills development, wealth building, support services, and case management.

The BCIOC partners, along with the school division, are supportive of this evolution of the learning space and to provide focused learning opportunities in the maritime area.

Has the school obtained a valid Certificate of Occupancy for Education?
The facility has a current Certificate of Occupancy. Ongoing educational and teacher professional development activities have been held at the site since 2019.

Description of the Facility:
Total square feet:
Number of Classrooms:
Number of Restrooms:

Description of the Facility:
Floor Plan Link - The Academy will be housed in the area outlined in green and red.

Total square feet: 7622.89 feet
Number of Classrooms: 4
Number of Restrooms: 2
Women's Restroom: 4 stalls
Men's Restroom: 2 urinals and 2 stalls

Other Rooms:
Cafeteria: N/A - Students will not be eating breakfast or lunch at the space. However, there is a dedicated small food storage area for the school.
Auditorium: N/A
Gymnasium: N/A
Music Room: N/A
Art Room: N/A
Laboratory: N/A

Ownership: **Fee Simple** Lease

Describe the method of finding a facility if one is not readily available currently including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies.

If the college partnership laboratory school is going to be a partnership with an existing local school district, provide a description of the facility space including total square footage, number of classrooms, restrooms and other rooms that will be dedicated to the college partnership laboratory school.

	The Innovation Lab space will be dedicated to the Maritime Engineering and Environmental Studies Academy during school hours, but will also be available after school hours and on the weekends for teacher professional development, pre-Maritime Engineering and Environmental Studies Academy recruitment activities, and parent and community workshops (Parent Academies for cohort students and parent sessions for recruitment). The facility will be available as well for educator preparation activities and research activities. Holistically these activities will be connected in myriad ways to the overarching laboratory school concept.

Provide a comprehensive facilities plan, including any backup or contingency plans. Facilities information must include:

(1) the provision of suitable instructional space.
(2) provisions for library services.
(3) provisions for the safe administration and storage of student records and medicatic
(4) information regarding compliance with building and fire codes and compliance wi 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 schoo or other entities and whether debt will be incurred.

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established public institution of higher education, public higher education center, institute, or authority; c eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program?

Describe 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.

Instructional Space:

The facility will comprise the current space occupied by ODU at the Brooks Crossing Innovation and Opportunity Center. While the building currently has tables and chairs, we do not deem them adequate for the learning approach we are designing. There is enough classroom space for the anticipated number of students in the Maritime Engineering and Environmental StudiesAcademy.

We are working to re-imagine the space in order to achieve our intended innovative learning design. This linked rendering provides a first draft at the ways in which we anticipate redesigning the main room, as well as the conference room (labeled the Boykin Room). Further, we will leverage the upcoming installation of a GO TEC® (Great Opportunities for Technology and Engineering Careers) Demonstration Lab (linked example of the demonstration lab), which is housed in the Innovation Lab, as part of the learning facility.

We also need to update the audio/visual elements in the space and anticipate adding in a security officer kiosk. Electricity/power options for the rooms, along with general IT, will need to be updated in order to match the learning approach/design. We will also need to align the security technology measures with the Newport News School System. Further, we also anticipate upgrading the space to reflect the needed instructional materials for the Academy.

Library Services
The building does not require a dedicated library space, as students will have access to libraries at their home schools. Additionally, Old Dominion University will provide access to all library services to Lab School students.

Storage and Administration of Records/Medication
The Maritime Engineering and Environmental Studies Academy plans to follow the fiscal agent's and all state policies regarding storage and administration of records and medication. Policies may be adopted by the governing body as the Maritime Engineering and Environmental Studies Academy develops, in accordance with state and federal law.

Fire Codes and ADA Compliance
The facility was built according to Americans with Disabilities Act (ADA) policies. It is located on the first floor with a ramp access and handicap accessible doors. The building lease is managed by the City of Newport News Economic Development Authority, which ensures annual fire safety inspections are coordinated with the City. The Innovation Lab follows all policies, fire prevention strategies, and safety practices as adopted by the City.

Emergency Evacuation Plans
The school will follow the emergency evacuation plan as developed by the City in partnership with Old Dominion University and Newport News Public Schools (NNPS). Plans will be updated as needed to reflect the partner guidelines for evacuation plans.

Information Regarding Site Location and Preparation
As noted previously, Old Dominion University has an established Innovation Lab within the BCIOC building. While there are tables, chairs, and instructional tools (makerspace items, etc.), the current furniture does not adequately meet the instructional needs for the Maritime Engineering and Environmental StudiesAcademy. Further, the audio/visual and other technology elements will need to be updated in order to meet the learning design for the school. We are in the process of reviewing possible facility changes, which are necessary to ensure the Academy curriculum and instructional program can be enacted.

The Structure of Operation and Maintenance Services

As noted previously, the facility lease is held by the City of Newport News Economic Development Authority and manages the operational and maintenance services for the building. ODU will work with the City of Newport News Economic Development Authority to revise the existing Memorandum of Understanding to reflect the addition of the Laboratory School at the facility.

Financial Arrangements for Facilities
The financial arrangements regarding the lease are currently outlined in an MOU between Old Dominion University and the City of Newport News Economic Development Authority.

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

   Newport News Public Schools will provide transportation for Newport News Public schools students to and from the Innovation Lab. During year one we will explore options for internship 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.")

   Newport News Public Schools provides students with transportation to and from school and afterschool programs. This includes students enrolled in magnet and other specialty programs, and students with disabilities. The school division has ADA accessible school buses to accommodate students' needs. To meet safety requirements, wheelchair bound students must have a WC-19 wheelchair, which is a wheelchair that has been designed and tested for use as a seat in motor vehicles.

   Special needs transportation services are often subject to frequent transportation changes due to the number of students entering and exiting special needs programs throughout the school year. Since the over 900 special needs customers share in the use of 82 school buses, a change for one student may impact a route change for many other students. When these changes are made, bus drivers notify parents with the new pick up and drop off times. This is a dynamic process, and changes are made as quickly as possible while maintaining continuity of transportation service for all students involved.

10. A description of food service operations and all other significant operational or ancillary services to be provided, including any special provisions and responsible individuals administering free and reduced breakfast and/or lunch.

Newport News participates in the Community Eligibility Provision, a non-pricing meal service for school districts in low-income areas. As such, all Newport News Public Schools students have free breakfast and lunch available. Breakfast is a grab and go option, which students take and eat in their classroom before the first bell. Lunch is either a hot meal and/or grab and go. Students who go offsite to New Horizons or the Governor's School will receive a grab and go lunch. Similarly, NNPS students will receive grab and go meals as part of the Lab School. If students return to their home school with time for a lunch period, a hot lunch will be available to them.

VII. ELEMENT 7 – Lab School Closure Placement Plan

The following information must be provided:

1. Identification of a name or position 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. Include contact's name, title, email address, and phone number.

   Dr. Karen Sanzo, Director, Institute for Design Thinking and Leadership Development, ksanzo@odu.edu, 757-683-6698

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

   If the contract is terminated or revoked, a notification will be provided to families, teachers, and administrators within 72 hours. Families will be notified via email and mailed letter, and school personnel will be notified via email. A follow up email will be sent to families (see below) regarding alternative placement options.

3. A draft notification process to parents or 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.

   If the contract is terminated or revoked, the Lab School administration will contact surrounding area school divisions and other program service providers to identify alternative options for students. This process will take place within a two week time-period and subsequent notification for potential speciality opportunities will be sent to families via email.

   The Governing Board will convene a meeting with Newport News Public Schools and Old Dominion University to determine if an alternative approach to the school can be developed in partnership.

4. A detailed plan 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 will be housed within Newport News Public School division and therefore any students within Newport News Public Schools' records will remain within the division. Any records of students from outside of the division will be sent electronically to the transferring division

5. A detailed 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 Newport News Public Schools. Staff suspension hearing procedures are covered by VA Code 22.1-315, including part time and temporary employees. Resignation of staff follow policy and procedures in the GCQC section of the NNPS Policies & Procedures Manual:

If an employee finds it necessary to terminate employment at any time during the school year, notice of this request will be made in writing to the Department of Human Resources. Request for termination of contract should be forwarded at the earliest possible date and provide a minimum of two weeks' notice of termination of contract as well as the reason for termination. In addition to notifying the Department of Human Resources, the employee should also notify their immediate supervisor in writing.

The Superintendent or the Director of Human Resources will accept or decline resignations on behalf of the Board. Such accepted resignations will be reported to the Board at a regularly scheduled meeting.

No later than their last work day, resigning employees must return all School Board property in their possession relating to security (keys, locks, etc.), confidential (including grade books) and proprietary information, tools, technology support equipment (such as laptop computers) and other items of value or which require replacement. The replacement value of items not returned may be charged against the employee's remaining or final paycheck, in accordance with the law.

If an employee is absent from work and fails to properly contact the appropriate supervisor or other authorized management representative for three consecutive work days (unless a confirmed emergency prevents communication), the employee will be deemed to have resigned the employee's job, voiding the employment relationship. The resignation will be reported to the School Board.

Resigning employees will be provided an exit questionnaire.

Teachers and Licensed Administrators

In the event that the request for release is denied on the grounds of insufficient or unjustifiable cause, and the staff member breaches such contract, the license of said staff member may be revoked under rules and regulations prescribed by the State Board of Education.

Legal References: Board of Education Regulation 8 VAC 20.440-130\Uniform Hiring Process
Code of Virginia Section 22.1-304

Date of Adoption: July 18, 1973
Revised: September 19, 1979; June 17, 1981; June 1991; August 1992; March 23, 1994; July 1, 2002; June 20, 2023

6. A close-out process plan related to the college partnership laboratory school 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.

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Our anticipated close-out plan is below:

Financial Obligations and Audits:

If the contract is revoked or terminated, an immediate review of all fiscal commitments and obligations will occur. This review will include an assessment of all outstanding invoices and contracts, and other fiscal commitments. ODU will make every effort to lessen financial commitments where possible one notification of revocation or termination is provided. A timeline will be sent to address fulfilling the obligations and assure that contractual and legal requirements are met. All fiscal activities and transactions may be reviewed as a part of ODU's annual independent audit report.

Termination of Contracts and Leases:

We will identify all existing contracts and leases, following the termination process as per the terms outlined in each agreement. Notifications will be sent to all partners regarding the termination of the lab school and to adhere to notice periods in contracts. We will begin discussions regarding any fiscal settlements as may be required in contract documents. ODU may invoke termination procedures for in-process contracts and existing leases.

Sale and Disposition of Assets:

Fixed assets owned by NNPS or owned by ODU will remain the property of the purchasing party and will remain subject to rules and regulations for tagging, tracking, and maintaining property in accordance with the laws of the Commonwealth and ODU policies.

Disposition of Records and Financial Accounts:

All student records will be managed and maintained by Newport News Public Schools. All personnel records for ODU employees working in the Lab School will be maintained by ODU

and all personnel records for NNPS working within the Lab School as affiliates or employees of the lab school will be retained within NNPS. All such records will be maintained in accordance with each entity's policies and procedures for record retention. We will establish a procedure for closing out any relevant fiscal accounts and ensure all outstanding transactions are resolved and accounts are appropriately closed and reconciled. All fiscal records will be maintained by ODU in accordance with current policies and procedures for record retention.

Timeline and Reporting:
The close-out plan will be completed no later than one fiscal year after the lab school closure. All parties will comply with legal and fiscal obligations.

VIII. ELEMENT 8 – Other Assurances and Requirements

The following information should be provided:

1. A detailed 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.

   As federal law, FERPA protects the privacy of student records and applies to all institutions receiving funds from the US Department of Education. Old Dominion University receives such funds and comply with FERPA regarding the privacy of student records and control release of those records.

   Linked Old Dominion University Policies on student records and records retention.
   https://ww1.odu.edu/about/policiesandprocedures/university/4000/4100

   https://www.odu.edu/about/policiesandprocedures/university/3000/3700

   Link to Newport News Public Schools Procedures on release of directory information:
   https://go.boarddocs.com/vsba/nnps/Board.nsf/goto?open&id=896CQD7EC961#

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.

   MEESA will be fully compliant with the Virginia Freedom of Information Act. More information on the FOIA policies and compliance is available at ODU's FOIA page.

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. (*See* §8VAC20-131 of the *Code of Virginia*.)

None at this time.

5. A detailed 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*.)

Old Dominion University (ODU) is partnering with Newport News Public Schools (NNPS) to design and open the laboratory school. Old Dominion University will serve as the fiscal agent. NNPS will be subcontracted to serve as the hiring agent for the Academy Director and teachers. ODU will lead the educator preparation and research components of the grant, with Newport News Public Schools leading the curriculum design and academic components of the school. NNPS and ODU will partner to design and implement recruitment and community outreach initiatives, coordinated by the Community Engagement and Recruitment Coordinator.

Old Dominion University is partnering with Newport News Public Schools to design and open the laboratory school. Old Dominion University will serve as the fiscal agent. NNPS will be subcontracted to serve as the hiring agent for the Academy Director. ODU will lead the educator preparation and research components of the grant, provide stipends to the Academy teachers, and Newport News Public Schools will lead the curriculum design and academic components of the school. NNPS and ODU will partner to design and implement recruitment and community outreach initiatives.

We plan to partner with business and industries to support internships, host guest speakers, and inform curriculum design.

6. A detailed 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."

Not applicable.

7. A detailed 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*.)

Both the applicant and the secondary partner are subject to the State and Local Government Conflicts of Interest Act, Va. Code § 2.2-3100 *et seq*. As required by the Act in § 2.2-3100.1, the members of the governing board are familiar with the requirements of the Conflict of Interests Act and shall disclose any conflicts of interest in accordance with the requirements of the Act.

8. 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.

Both the applicant and the secondary partner are subject to the State and Local Government Conflicts of Interest Act, Va. Code § 2.2-3100 *et seq*. As required by the Act in § 2.2-3100.1, the members of the governing board are familiar with the requirements of the Conflict of Interests Act and shall disclose any conflicts of interest in accordance with the requirements of the Act.

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 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 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 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 no later than nine 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 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 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: _____ Title:

Signature of Authorized Official: _____ Date:

APPENDIX SECTION

Student Policy Handbook

https://sbo.nn.k12.va.us/resources/handbook/rights_resp.pdf

Laboratory School Teacher/Staff Name, Position/Course of Study(s), Teacher License Number

SAMPLE BUDGET EXPENDITURE WORKSHEET

SAMPLE BUDGET EXPENDITURE WORKSHEET - COMPLETE FOR YEARS 1-5				
INCLUDE ANY ASSUMPTIONS MADE IN CALCUATIONS AS FOOTNOTES				
YEAR X				
NUMBER OF STUDENTS _____				
PERSONNEL - SALARIES	**Number**	**Rate**	**Total Annual Cost**	
**List All Position Names /Salaries (Examples Below)*				
Examples Below (Examples B				
Director/Principal	1	$ 100,000	$ 100,000	
Administrative Assistant	1	$ 50,000	$ 50,000	
TOTAL SALARIES			**$ 150,000**	
PERSONNEL - BENEFITS/EMPLOYER TAXES	Number	Rate	Total Annual Cost	
**List All Position Names/Taxes & Benefits Cost (Examples Below)*				
Director/Principal	1	$ 48,500	$ 48,500	
Administrative Assistant	1	$ 35,750	$ 35,750	
TOTAL BENEFITS/EMPLOYER TAXES			$ 84,250	
NON-PERSONNEL SERVICES	Number	Rate	Total Annual Cost	
**List all additional services (Examples Below)*				
Curriculum Materials	100	$ 500	$ 50,000	
Student Lunches		$ 2,000	$ 2,000	
Office Supplies		$ 5,000	$ 5,000	
College Tuition Costs (per credit hour)	1800	$ 175	$ 315,000	
TOTAL NON-PERSONNEL SERVICES			$ 372,000	
STAFF DEVELOPMENT				
**List all staff development costs (Examples Below)*				
Staff Development	4	$ 1,000	$ 4,000	
Teacher Support/Training	4	$ 1,000	$ 4,000	
Travel	8	$ 500	$ 4,000	
TOTAL STAFF DEVELOPMENT			**$ 12,000**	
EQUIPMENT/TECHNOLOGY/FURNITURE				
**List all costs (Examples Below)*				
Classroom Technology/Capital Assets	1	$ 1,000	$ 1,000	
Facilities/Renovations	1	$ -	$ -	
It Support/Licenses	100	$ 200	$ 20,000	
TOTAL EQUIPMENT/TECHNOLOGY/FURNITURE			**$ 21,000**	
UNIVERSITY ADMINISTRATIVE FEES				
**List all costs (Examples Below)*				
Administrative Fees	**1**	**$ 50,000**	**$ 50,000**	
YEAR X - TOTAL EXPENSES			$ 689,250	
YEAR X - REVENUE (COST PER PUPIL)			$ 689,250	$6,892.50
NON TUITION			$ 374,250	$3,742.50
TUITION				$3,150.00

OLD DOMINION
UNIVERSITY

February 13, 2024

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

Please accept this letter as an indication of our support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). The Maritime and Environmental Studies Academy is a partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) that has been developed as a response to meet the need to prepare maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program position this proposed laboratory school for success.

Students attending MESA will engage in their studies during their junior and senior years, attending the Academy while also engaging in valuable maritime internship experiences in the region. Pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. MESA will be focused on preparing its students to participate as specially skilled future employees of the maritime industry. Opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

Approximately 100 students annually, beginning with 50 juniors in the fall of 2025, will attend the Academy. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies and preparing students to promote innovation in coastal communities.

The Old Dominion University supports this MESA Laboratory School proposal, which will help prepare maritime professionals, and enhance the education, workforce, and future leadership development of Hampton Roads region.

Sincerely,

Augustine O. Agho

Augustine O. Agho, Ph.D.
Provost & Vice President for Academic Affairs
Old Dominion University

Office of the Provost and Vice President for Academic Affairs
2004 Koch Hall, Norfolk, VA 23529 • Phone: 757-683-3079 • Fax: 757-683-6888 • odu.edu/acadaffairs

NEWPORT NEWS PUBLIC SCHOOLS

Office of the Superintendent • Dr. Michele Mitchell, Superintendent
12465 Warwick Boulevard, Newport News, VA 23606-3041 • phone: 757-591-4502 • fax: 757-591-4685

January 24, 2024

Virginia Department of Education
College Partnership Lab School Grant Selection Committee

Dear Selection Committee,

On behalf of Newport News Public Schools, we are writing to express our support for the Virginia Department of Education (VDOE) College Partnership Lab School Grant, in collaboration with Old Dominion University (ODU), for the establishment of the Maritime and Environmental Studies Academy (MESA).

As the Superintendent and School Board Chairperson, we are deeply committed to advancing innovative educational practices, particularly in the realms of Science, Technology, Engineering, and Math (STEM). The MESA initiative is a pioneering collaboration between our district (NNPS) and ODU, with an anticipated opening in August 2025. This program represents not just an alignment but a significant enhancement of our division's dedication to STEM education, preparing our students for pivotal roles in critical workforce fields.

The MESA program's focus on experiential learning, especially in specialized areas like Renewable Energy, Marine Biology, and Cybersecurity, is particularly commendable. It aligns seamlessly with the evolving needs of the 21st-century workforce, ensuring our students are not just educated but thoroughly prepared for the challenges and opportunities ahead.

As part of our commitment, NNPS pledges comprehensive support including faculty involvement, student transportation, nutritional needs, and other resources as detailed in the grant proposal. We firmly believe that MESA will not only elevate the standard of academic excellence and innovation within our division but will also forge stronger bonds of community partnership.

Thank you for considering this application. We are eager to contribute to this groundbreaking initiative and witness the transformation it brings to our educational landscape.

Sincerely,

Dr. Michele Mitchell
Division Superintendent

Lisa Surles-Law
School Board Chairperson

8 November 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

Please accept this letter as an indication of our support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). The Maritime and Environmental Studies Academy is a partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) that has been developed as a response to meet the need to prepare maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program position this proposed laboratory school for success.

Students attending MESA will engage in their studies during their junior and senior years, attending the Academy while also engaging in valuable maritime internship experiences in the region. Pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. MESA will be focused on preparing its students to participate as specially skilled future employees of the maritime industry. Opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

Approximately 100 students annually, beginning with 50 juniors in the fall of 2025, will attend the Academy. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies, and preparing students to promote innovation in coastal communities.

The Tidewater Chapter of the American Society of Naval Engineers (ASNE – TW) supports this MESA Laboratory School proposal, which will help prepare maritime professionals, and enhance the education, workforce, and future leadership development of Hampton Roads region.

Sincerely,

Joseph Kosteczko
Chair – ASNE TW

City of Newport News
Office of the City Manager
2400 Washington Avenue, 10th Floor
Newport News, VA 23607

December 21, 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

The City of Newport News (City) is excited to support the partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) as well as their proposed Maritime and Environmental Studies Academy (MESA). The City is always looking for ways to further innovative skills-building initiatives and better prepare our residents for the maritime professional positions located within our region. The proposed "lab school" has the potential to do just this.

ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program positions this proposed laboratory school for success.

Our career and technical education partners at ODU and NNPS are eager to enroll high school juniors and seniors in MESA so that they can attend the Academy while also engaging in valuable maritime internship experiences in the region. The City understands that pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. Very importantly, opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

The City hopes to see MESA enroll approximately 100 students annually, beginning with 50 juniors in the fall of 2025. Producing graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in

environmental and coastal studies, and preparing students to promote innovation in coastal communities, are all vital to sustaining this essential component of our workforce and, in turn, the City's future success.

For the aforementioned reasons, the City strongly supports this MESA Laboratory School proposal, which will help prepare maritime professionals, and enhance the education, workforce, and future leadership development in Newport News as well as the larger Hampton Roads region.

Sincerely,

Alan K. Archer
City Manager

AKA:EPM:jlt

cc: Eoghan P. Miller, Acting Assistant Manager

Newport News Shipbuilding
A Division of HII
4101 Washington Avenue
Newport News, VA 23607
Telephone 757-380-2000

HII.com

November 28, 2023

Dr. Karen Sanzo
Professor of Educational Leadership
Graduate Program Director for Educational Leadership Services
Maritime and Coastal Innovation Collaboratory Lab School
2323 Educational Building
Norfolk, Virginia 23529

Re: Support for the Maritime and Coastal Innovation Collaboratory

Dear Dr. Sanzo,

On behalf of Newport News Shipbuilding, a division of HII, this letter is to provide support to the Maritime and Coastal Innovation Collaboratory (MCIC) Lab School. Once the MCIC Lab School is established, the School will help to address critical regional workforce development needs by generating interest and enthusiasm in shipbuilding, maritime fields, and coastal resiliency with students in middle school and/or high school.

To achieve our mission of building the world's most advanced ships to protect our nation, workforce development is one of our most critical challenges. We must hire and train more than 19,000 skilled workers over the next decade. Achieving this mission-critical goal requires us to partner with regional entities to attract, train, and hire the talent we need. Today's middle and high school students will be prime candidates for employment when they turn 18, and NNS relies on partnerships with organizations and educational opportunities like MCIC to help students learn about shipbuilding and maritime careers preparing them for success in the job market. We will partner with MCIC by leveraging our outreach and workforce development programs to offer opportunities to MCIC students to explore NNS careers and ultimately prepare them for internships, apprenticeships, or employment opportunities.

NNS appreciates the opportunity to support and work with the MCIC. The MCIC will support, once the students graduate, workforce ready participants to enter industry, providing a positive economic impact for our region and our state and helping us continue to achieve our vital mission in national security.

Sincerely,

Rob Gies
Associate Technical Fellow
Newport News Shipbuilding

copies: Tom Cosgrove
Gary Artybridge

THE PORT OF VIRGINIA®

VIRGINIA PORT AUTHORITY
600 WORLD TRADE CENTER, NORFOLK, VA 23510
(757) 683-8000

November 10, 2023

To: the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education

Please accept this letter as an indication of our support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). MESA is a partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) that developed as a response to meet the need to prepare maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program position this proposed laboratory school for success.

Students attending MESA will engage in their studies during their junior and senior years, attending the Academy while also engaging in valuable maritime internship experiences in the region. Pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. MESA will focus on preparing its students to participate as skilled future employees of the maritime industry. Opportunities will be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

Approximately 100 students annually, beginning with 50 juniors in the fall of 2025, will attend the Academy. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies and preparing students to promote innovation in coastal communities.

The Port of Virginia is the fifth largest complex and one of the fastest growing ports in the country. The port's reach extends throughout the Mid-Atlantic and into the Ohio Valley and Midwest, handling the largest rail volume on the East Coast and serving American farmers and manufacturers throughout the heartland of our nation. Annually, The Port of Virginia supports nearly 1.3 million jobs paying almost $90 billion in salaries and wages and more than $340 billion in total spending across the country. Of equal importance, Virginia is one of the nation's 17 strategic ports, handles more military support cargo than any port in the U.S., and is home to the U.S. Navy's Atlantic fleet – the only nuclear-carrier-capable port facility on the East Coast.

The Port of Virginia supports this MESA Laboratory School proposal, which will help prepare maritime professionals and enhance the education, workforce, and future leadership development of Hampton Roads region.

Sincerely,

Cathie J. Vick
Chief Development & Public Affairs Officer

October 19, 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

Please accept this letter as an indication of our support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). The Maritime and Environmental Studies Academy is a partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) that has been developed as a response to meet the need to prepare maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program position this proposed laboratory school for success.

Students attending MESA will engage in their studies during their junior and senior years, attending the Academy while also engaging in valuable maritime internship experiences in the region. Pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. MESA will be focused on preparing its students to participate as specially skilled future employees of the maritime industry. Opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

Approximately 100 students annually, beginning with 50 juniors in the fall of 2025, will attend the Academy. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies and preparing students to promote innovation in coastal communities.

Nauticus supports this MESA Laboratory School proposal, which will help prepare maritime professionals, and enhance the education, workforce, and future leadership development of Hampton Roads region.

Sincerely,

Nathan Sandel
Director of Education and Community Engagement

Department of Development
City of Newport News
2400 Washington Avenue, 3rd Floor
Newport News, VA 23607

November 28, 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

The Economic Development Authority of the City of Newport News, Virginia (EDA), is enthusiastically supportive of the proposed Maritime and Environmental Studies Academy (MESA), an important partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) to create a "lab school" for ambitious high school students. The EDA encourages innovative skills-building initiatives, and understands that this proposed lab school responds to the increasing need to prepare maritime professionals in the Hampton Roads region.

ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program positions this proposed laboratory school for success.

Our career and technical education partners at ODU and NNPS are eager to enroll high school juniors and seniors in MESA so that they can attend the Academy while also engaging in valuable maritime internship experiences in the region. The EDA understands that pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. Very importantly, opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

The EDA hopes to see MESA enroll approximately 100 students annually, beginning with 50 juniors in the fall of 2025. Producing graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies, and preparing students to promote innovation in coastal communities, are all vital to sustaining this essential component of our regional workforce well into the future.

The EDA strongly supports this MESA Laboratory School proposal, which will help prepare maritime professionals, and enhance the education, workforce, and future leadership development of Hampton Roads region.

Sincerely,

Florence G. Kingston
Secretary/Treasurer

FGK:cam
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YOUTH SAILING VIRGINIA

26 October 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

Please accept this letter as an indication of our support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). The Maritime and Environmental Studies Academy is a partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) that has been developed as a response to meet the need to prepare maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program position this proposed laboratory school for success.

Students attending MESA will engage in their studies during their junior and senior years, attending the Academy while also engaging in valuable maritime internship experiences in the region. Pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. MESA will be focused on preparing its students to participate as specially skilled future employees of the maritime industry. Opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

Approximately 100 students annually, beginning with 50 juniors in the fall of 2025, will attend the Academy. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies, and preparing students to promote innovation in coastal communities.

Youth Sailing Virginia supports this MESA Laboratory School proposal, which will help prepare maritime professionals and enhance the education, workforce, and future leadership development of Hampton Roads region.

Sincerely,

Jacob Raymond

Jacob Raymond
Executive Director

VIRGINIA MARITIME
ASSOCIATION

To: Members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education

Date: November 10, 2023

Please accept this letter as an indication of our support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). MESA is a partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) that has been developed as a response to meet the need to prepare maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program position this proposed laboratory school for success.

Students attending MESA will engage in their studies during their junior and senior years, attending the Academy while also engaging in valuable maritime internship experiences in the region. Pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. MESA will be focused on preparing its students to participate as skilled future employees of the maritime industry. Opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

Approximately 100 students annually, beginning with 50 juniors in the fall of 2025, will attend the Academy. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies and preparing students to promote innovation in coastal communities.

The Virginia Maritime Association is the 103-year-old trade association representing over 450 businesses directly and indirectly engaged in the flow of waterborne commerce through Virginia's ports, to include the Virginia Port Authority, vessel operators, terminal & warehouse operators, shipbuilding & repair yards, trucking firms, offshore wind developers, and all manner of companies involved in freight transportation and logistics.

The Virginia Maritime Association supports this MESA Laboratory School proposal, which will help prepare maritime professionals and enhance the education, workforce, and future leadership development of the Hampton Roads region.

Sincerely,

David White
Executive Director

VIRGINIA DIGITAL MARITIME CENTER

Virginia Digital Maritime Center
1030 University Boulevard
Suffolk VA 23435

26 October 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

Please accept this letter as an indication of our support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). The Maritime and Environmental Studies Academy is a partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) that has been developed as a response to meet the need to prepare maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education and research and is a growing destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. With ODU and NNPS working in partnership on this innovative maritime educational program, this proposed laboratory school is positioned for success.

Students attending MESA will engage in their studies during their junior and senior years, attending the Academy while also engaging in valuable maritime internship experiences in the region. Pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, school-day experiences and field trips. MESA will be focused on preparing its students to participate as uniquely skilled and environmentally aware future employees of the maritime industry. Opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

Approximately 100 students annually, beginning with 50 juniors in the fall of 2025, will attend the Academy. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, including supply chain management, and environmental and coastal studies, preparing students to promote innovation in our coastal communities.

The Virginia Digital Maritime Center (VDMC, formerly known as Maritime Industrial Base Ecosystem and the Digital Ship Program) strongly supports this MESA Laboratory School proposal, which will help prepare tomorrow's maritime professionals, and enhance the education, workforce, and future leadership development of the Hampton Roads region. VDMC is eager to see an increased focus on the regional maritime industry in our local schools, and we look forward to both sharing our work and benefitting from the advances in education and

training MESA will identify. We would also like to commit to serving as SME guest speakers at the Academy and supporting internships with VDMC industry partners.

Sincerely,

Mark R. Whitney

Executive Director, Virginia Digital Maritime Center (VDMC)

The Mariners' Museum and Park

November 2, 2023

Dear Members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education,

The Mariners' Museum and Park (the Museum) is pleased to offer its support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). The partnership established between Old Dominion University (ODU) and Newport News Public Schools (NNPS) will prepare students to meet the growing demand for qualified maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is emerging as a destination for maritime enterprise. NNPS has extensive experience in developing successful academic programs. With such experienced and committed stakeholders we anticipate success.

The Museum was established in 1930 and designated as America's National Maritime Museum by Congress resulting from our expansive collection documenting our world's maritime heritage. Our mission is ***to connect people to the world's waters and to one another*** is fundamentally about building social capital through the lens of servant-leadership—in short, using our resources to meet the needs of our community. The Museum's 32,000 3D objects, Library and Archives--the largest in the Western Hemisphere--550-acre Park and 167-acre Lake make our campus the perfect setting for immersive work and project-based learning, enriching students' MESA journey. The Museum would be proud to serve as a pre-laboratory experience setting the foundation for student success.

As MESA focuses on preparing students to be specially skilled employees in the maritime industry we are committed to forming experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure. We look forward to the prospect of serving students annually, beginning with 60 juniors in the fall of 2025. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies, and preparing students to promote innovation in coastal communities.

The Mariners' Museum and Park supports the MESA Laboratory School proposal, preparing young maritime professionals to excel in the Hampton Roads region.

Sincerely,

Sabrina Y. Jones
Director of Strategic Partnerships
The Mariners' Museum and Park

VIRGINIA SHIP REPAIR ASSOCIATION

November 6, 2023

College Partnership Laboratory Schools Standing Committee
Virginia Board of Education
101 N. 14th Street
Richmond, VA 23219

Re: Newport News Public Schools (NNPS) Laboratory School proposal to the Virginia Department of Education

To Whom It May Concern:

Please accept this letter as an endorsement of Virginia Ship Repair Associations full support for the proposed laboratory school: Maritime and Environmental Studies Academy (MESA). MESA is a partnership between Old Dominion University (ODU) and Newport News Public Schools (NNPS) that has been developed as a response to meet the need to prepare maritime professionals in the Hampton Roads region. ODU is a globally recognized R1 university that specializes in maritime-related education, research, and collaboration and is growing to become a destination for maritime enterprise. NNPS has extensive knowledge and experience in developing innovative specialized academic programs. ODU and NNPS working in partnership on this innovative maritime educational program position this proposed laboratory school for success.

Students attending MESA will engage in their studies during their junior and senior years, attending the Academy while also engaging in valuable maritime internship experiences in the region. Pre-laboratory school experiences will be essential to the recruitment and success of students in the school, which will include a variety of opportunities including summer camps, after-school activities, and school day experiences and field trips. MESA will be focused on preparing its students to participate as skilled future employees of the maritime industry. Opportunities will also be made available to prepare educators to create experiential and innovative learning environments integrated with science, technology, engineering, and mathematics (STEM) concepts and Career and Technical Education (CTE), maximizing student engagement and industry exposure.

Approximately 100 students annually, beginning with 50 juniors in the fall of 2025, will attend the Academy. MESA will employ experiential learning strategies that will be used to prepare students for traditional and emerging careers in the maritime industry. A focus will be given to preparing students for college programs designed to produce graduates ready for STEM careers in the maritime field, specifically in supply chain as well as in environmental and coastal studies and preparing students to promote innovation in coastal communities.

The Virginia Ship Repair Association is a regional industry association whose over 320 member companies have a combined impact in the Hampton Roads area of more than 60,000 jobs, $8.1 billion in economic impact, and $3.1 billion in employee earnings and benefits. As one of our primary missions, VSRA works to identify workforce gaps and assist our Member Companies with establishing pipelines of skilled workers to meet those needs. The proposed Maritime and Environmental Studies Academy will lead the way in building an inclusive talent pipeline while supporting the critical labor needs of our industry's national security mission.

The Virginia Ship Repair Association fully supports this MESA Laboratory School proposal, which will help prepare maritime professionals and enhance the education, workforce, and future leadership development of Hampton Roads region.

Sincerely,

Bill Crow

Bill Crow, President
Virginia Ship Repair Association