
TIDEWATER COMMUNITY COLLEGE LABORATORY SCHOOL PLANNING GRANT APPLICATION

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VIRGINIA DEPARTMENT OF EDUCATION

Planning Grant Application for a College Partnership Laboratory School

A. GENERAL INFORMATION

1. **Name of Eligible Entity (Planning Grant Applicant):** Tidewater Community College
2. **Authorized Official Representative:** Heather Hardiman
3. **Name of Contact Person for Application:** Jenefer D. Snyder
4. **Telephone:** 757-822-1994
5. **Email:** jsnyder@tcc.edu
6. **Office Telephone Number:** 757-822-1994
7. **Date of Submission:** February 17, 2023
8. **Amount of Funding Requested (\$200,000 maximum):** \$200,000
9. Public institutions of higher education (IHE); public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as provided in [§ 23.1-628](#), (eligible entity or entities) may apply for a Virginia Board of Education (Board) College Partnership Laboratory School Planning Grant (Planning Grant).
10. Each Planning Grant Applicant (applicant) seeking a Planning Grant must read and comply with the Instructions for Application for a Planning Grant for a College Partnership Laboratory School (Lab School), which are available on the Virginia Department of Education's (Department) website, and fully complete this Planning Grant Application (application) to be eligible for a Planning Grant.

11. Applications may be submitted, and will be evaluated for Planning Grant awards based on factors set forth herein, on a rolling basis.

12. Planning Grant Term: This application is for a one-time Planning Grant, the term for which will not exceed 12 months from the date of any award hereunder.

13. The completed PDF version of the application and related materials must be sent to labschools@doe.virginia.gov by email. The Department may return or reject proposals that are incomplete.

14. Please contact labschools@doe.virginia.gov by email if there are any questions about the application process.

B. DEFINITIONS

1. **College Partnership Laboratory School:** In accordance with [Item 4-14](#) of the General Assembly's 2022-2024 Biennium budget, the Code of Virginia § [22.1-349.1](#) is amended and reenacted, and the types of IHE eligible entities to establish Lab Schools are defined as follows:
 - a. "College Partnership Laboratory School" means a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education; public higher education center, institute, or authority; or an eligible institution, as defined in § [23.1-628](#). Notwithstanding the provisions of § [22.1-349.5](#), a public institution of higher education; a public higher education center, institute, or authority; or an eligible institution, as defined in § [23.1-628](#) may submit an application for formation of a college partnership laboratory school."
 - b. An "eligible institution" as provided above is an institution of higher education as defined in the Tuition Assistance Grant Program in accordance with § [23.1-628](#).

2. **At-risk student:** As provided in the Code of Virginia § [22.1-349.1](#), "at-risk student" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board criteria, that research indicates may negatively influence educational success.

For the purpose of these guidelines and any Planning Grant awards, "at-risk students" include (a) students who have experienced learning loss as the result of the COVID-19 pandemic; (b) students served by low-performing schools that are designated as "accredited with conditions" or "accreditation denied" based on the Virginia Board of Education's accreditation ratings; and (c) students attending schools identified under the Every Student Succeeds Act within three support categories: (i) Comprehensive Support and Improvement, (ii) Targeted Support and Improvement, or (iii) Additional Targeted Support Category.

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

C. ASSURANCES AND SIGNATURES

1. ASSURANCES

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

TIMELINE	BENCHMARK AND DELIVERABLES
On or before the end of the first quarter of the grant term	Awardee must present a proposed list of milestones, measures of success, and deliverables.
On or before the end of the second quarter of the grant term	Awardee must submit a progress report in order to be eligible for the second installment of the award.
On or before the end of the third quarter of the grant term	Awardee must present progress on milestones and deliverables, including submission to the Board of an application for approval to launch a Lab School.
On or before the end of the grant term	Awardee is expected to have attained approval by the Board to launch a Lab School.

2. SIGNATURES

a. Higher Education Authorization:

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



Printed Name: Heather Hardiman

Title: Vice President for Administration and Chief Financial Officer

Date: 02/17/2023

b. Fiscal Agent Authorization (if applicable):

Signature of Division Superintendent of Fiscal Agent School Division:

Printed Name:

Title:

Date:

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

Printed Name:

Title:

Date:

D. REGIONAL AND APPLICANT DIVERSITY

1. Planning Grants will be awarded in a manner that encourages ready access to Lab School options and the establishment of Lab Schools in each of the Department's [eight Superintendent regions](#).
2. Indicate Proposed Name(s) of Lab School: Tidewater Community College (TCC) Lab School (Name TBD)
3. Identify Proposed Physical Location(s) of Lab School: Portsmouth, Virginia

E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE

1. **PROGRAM DESCRIPTION**

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

The Tidewater Community College (TCC) Lab School will use a systems approach to provide high-quality pre-K education focused on the growth and development of the whole child and emphasizing family engagement. The school will serve approximately twenty students, with growth potential, in Portsmouth, Virginia.

Small classes with student-teacher ratios of 10:1 will allow the school to maintain high-quality interactions, developmentally appropriate curricula, and environments designed to prepare children to successfully enter kindergarten.

The curriculum will be focused upon teaching the whole child, not focusing solely on one area of development. The interconnection of these domains provides a greater chance of success. "The concept of "the whole child" is based on the accepted principle that all areas of human growth and development are integrated. All areas of growth are knitted together into a mutually supportive network creating the uniqueness of each child" (Gordon & Browne, 2017). Using the Early Learning and Development Standards (ELDS) as the foundation of our learning experiences ensures a seamless transition to kindergarten and the subsequent Standards of Learning. Several VDOE approved curricula will be considered including STREAMin³, developed by the University of Virginia; High Scope; or Frog Street. We are open to developing our own based on the ELDS.

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

In Portsmouth during the 2019-2020 school year, 247 kindergarteners were on the list of chronic absentees. That is 22.2% of the Portsmouth Public Schools kindergarten population. Of the 247, 207 were identified as economically disadvantaged and 199 were identified as non-white. Two years later, during the 2021-22 school year, the number of Portsmouth kindergarteners on the chronic absentee list increased to 334, which is a staggering 31.7% of the total kindergarteners enrolled. Of those 334 chronically absent students, 296 were economically disadvantaged, and 316 were non-white. This differs significantly from neighboring Chesapeake's chronic absentee rate of 13.3% in 2019-20 and Virginia Beach's rate of 21.6% in 2021-22 (Virginia Department of Education, 2023). The gaps in commitment to attendance indicate that the problem extends beyond Covid-related absenteeism.

Research from the University of North Carolina supports the belief that meaningful pre-K education provides a strong foundation for children's educational and future success ("Study Finds Factors That Influence States' Adoption of Pre-K Programs," 2022). While the goal is to ensure that all children have an equitable opportunity to enter kindergarten ready to thrive (*Early Childhood Standards, Curriculum & Instruction*, 2022), children of color are less likely to attend preschools with high quality ratings (Babbs Hollett et al., 2022). This creates a gap that widens as a child progresses through their educational years. Public schools are not equipped to provide adequate pre-K education to all of the children in need, resulting in a service deficit which ranks Virginia 30th in access for 4-year-olds (Friedman-Krauss et al., 2022). Additionally, funding models that rely heavily on local funds often result in inequitable access and quality (Virginia Early Childhood Foundation, 2020). It's clear that the gap between preschool and kindergarten education contributes to decreased student and family commitment to long-term educational success.

Unfortunately, some families continue to have limited access to high-quality, affordable pre-K programs, and growing data identifies critical disparities for children not participating in high-quality Pre-K programs. Research indicates that if at-risk children are not in publicly funded programs, they are more likely to attend programs lacking high-quality adult-child interactions and developmentally appropriate practices, which results in less overall learning than their peers in programs bound by public school curricula (Weiland et al., 2022).

While there are myriad factors that contribute to learning, the value of high-quality curriculum, high quality teacher-child interactions, educational experiences, and family engagement is clear. The TCC lab school will be able to offer high quality pre-K

education that follows the Virginia Kindergarten Readiness Program (VKRP) and supports before and after care in TCC's re-imagined Child Development Centers. This model of full-day high-quality education and care addresses needs of working families and begins children on the path of long-term educational success.

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

The TCC Lab School will focus on kindergarten readiness and a smooth kindergarten transition. A child's pre-K experience provides the foundation for how they approach their education, including relationships with teachers and classroom engagement, for years to come. Successful transitions require systems-level supports such as investment in professional development and policies that focus on equity and authentic family engagement (Thompson et al., 2022). By working cooperatively with the public school system to align our curriculum, the TCC Lab School will provide child-focused, high-quality pre-K that will feed directly into the public school kindergarten classroom, supporting social and educational continuity and success (Atchison & Pompelia, 2018). Small class sizes allow teachers to have individualized interactions that encourage students to explore their strengths and provide support for areas of growth.

Reaching children at the very beginning of their educational path – pre-K, will allow the TCC Lab School to build a strong foundation for student success by focusing on social and emotional development and interpersonal communication skills which support curiosity that extends beyond the classroom. We believe family involvement is crucial to a child's lasting academic success, so our school will take a whole-family approach to create a culture of lifelong learning. Families will be engaged through curricular communications, family centered workshops and resources, and parent representation on the TCC Lab School Governing Board. Encouraging active family participation increases an already present investment in a child's education. When families place emphasis on the value of learning and family reading at home, research supports increased academic achievement (Axford et al., 2019).

TCC Lab School's partnership with Tidewater Community College offers a unique opportunity for collaboration between TCC's well-respected Early Childhood Education program, our established network of community partners, and Portsmouth Public Schools. Cooperatively, we can provide professional development and support for our teachers focused on child-centered instruction based on developmentally appropriate practices and strengthening teacher-child interactions. Intentional training for staff in curricular and technical innovation will insure the timeliness and currency of the TCC

Lab School curriculum and practices. The TCC Lab School provides a unique opportunity for both current and future teachers to ensure they stay current with VDOE and high-quality teaching practices. TCC's academic Early Childhood Development program, a National Association for the Education of Young Children (NAEYC) accredited program, provides future teachers with the knowledge and skills necessary to become high-quality teachers. During their time in the program, they will have the opportunity to complete practicum hours in the Child Development Centers located on several of TCC's campuses. These students will also have the opportunity to complete practicum hours in the lab school. Upon completion of the Associate of Applied Science Early Childhood Development Degree, these students can go directly into the workforce, filling a tremendous need for high-quality Early Childhood Education (ECE) teachers, or transfer to a four-year university where they can obtain their Bachelor's Degree with a PreK-3 teaching license. Our expectation is that some students would return to our Lab School(s), well-versed in the TCC culture, VDOE requirements, Classroom Assessment Scoring System (CLASS), and developmentally appropriate practices. It is also our hope that the TCC Lab School can become a training and mentoring hub for the local community and the ECE community at large. Having direct access to master trainers along with the resources of several influential stakeholders in the region means that we can train our own staff and provide training and mentoring for our fellow providers.

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

The TCC Lab School will provide a foundation of learning based on the Virginia Kindergarten Readiness Program's four critical focus areas that prepare children for kindergarten: mathematics, literacy, self-regulation, and social skills (Virginia Kindergarten Readiness Program, 2021). The curriculum will be based upon Virginia Early Learning and Development Standards, focusing on the five Areas of Development:

1. Approaches to Play and Learning
2. Social and Emotional Development
3. Communication, Language, and Literacy Development
4. Health and Physical Development
5. Cognitive Development (Science, Social Sciences: People, Community and Culture, Mathematics and Fine Arts)

This consistency will lead to a seamless transition into the Standards of Learning in K-12.

TCC Lab School teachers will support family engagement and building relationships with frequent communication about educational learning. The importance

of family engagement is found in the NAEYC Code of Ethical Conduct, the NAEYC Standards for Professional Development, and the Virginia Department of Education's Standards for Licensed Child Day Centers (NAEYC, 2022; Virginia Department of Education, 2021). The importance of the family's involvement cannot be overstated as they are the child's first teachers, and can provide us with crucial information related to their child's growth and development (Gordon & Browne, 2017).

Our framework is one in which children are respected, nurtured, and challenged with ongoing opportunities to learn important skills, knowledge, and dispositions. They can make meaningful decisions throughout the day and participate in individual, small group and large group activities where they learn social and self-regulation skills (Espinosa, 2002). The environment of a developmentally appropriate classroom conveys messages such as the importance of treating each child as an individual, valuing the family content from which each child comes and a safe space where children can take risks and learn to be independent (Gordon & Browne, 2017). High quality teacher-child interactions help develop children's ability to relate, self-regulate, communicate, follow routines, and learn responsibility, all skills that are critical to academic learning.

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

As an institute of higher education, Tidewater Community College has a decades-long commitment to professional development and lifelong learning. This commitment will extend to the TCC Lab School. We plan to provide joint professional development for early education and early-grades teachers which will support a smooth transition for students from pre-K to kindergarten. Leveraging the existing relationships our established Early Childhood Education Program has within the community of educators and providers in the Hampton Roads area will create a network of professionals with potential for mentoring and collaboration, and provide an opportunity for professional research.

By participating in VKRP, teachers will have data from assessments and shared data between the lab school and the K-12 system that can inform instructional strategies (Atchison & Pompelia, 2018). Combining the high standards of the VKRP with our teachers' ability to work with a smaller number of children allows them to focus on each child's strengths and challenges to create lessons specifically geared toward the children's developmental levels.

f. Content areas addressed:

Pre-kindergarten children will be provided opportunities, experiences, and materials that allow them to engage deeply within developmental/early learning domains to build school readiness skills.

2. GOAL

State the overall proposed goal for the program:

Our goal is to design a high quality, developmentally appropriate pre-K program for local families to provide opportunities, experiences, and interactions which promote kindergarten readiness, builds social and emotional development, and prepares students for future academic success.

3. TIMELINE

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

QUARTER	TENTATIVE TIME FRAME	ACTIVITIES, BENCHMARKS, AND DELIVERABLES
	February 2023	Submit Planning Proposal
Q1	March - May 2023	<ul style="list-style-type: none"> • Establish Lab School project sub-committees • Contract with a consultant • Identify and engage additional stakeholders • Finalize the mission, vision, targeted student population, location, and maximum enrollment capacity of the lab school • Determine needed building modifications • Identify founding governing board members and begin consideration of school leadership, organizational structure, and management teams • Develop a proposed calendar and sample daily schedule • Review academic programs for alignment with state standards
	End of first	Present a proposed list of milestones, measures of

	quarter (May 2023)	success, and deliverables
Q2	June-August 2023	<ul style="list-style-type: none"> • Research and select internal and external assessments • Visit other laboratory schools for research and best practices • Draft a student code of conduct • Finalize organizational charts, relationships, roles and responsibilities for lab school leadership, the governing board and external partnerships • Select an academic program, curriculum, teaching methods, educational materials and classroom furniture, fixtures, equipment, and supplies • Identify and attend professional development • Outline partnerships and contractual needs for lab school operations • Host community and family open forums for stakeholder input • Consider co-curricular and extracurricular programs and funding • Identify expectations for family involvement • Draft employment policies and procedures to include human resources and evaluations • Develop a school start-up plan • Draft a financial plan and policies • Draft a facilities plan • Consider ancillary services (transportation, food, other operations) • Draft lab school budget • Identify funding resources for sustainability • Create a marketing, recruitment, & enrollment plan • Finalize Lab School Application for submission • Consider recruitment activities for school leadership and staff
	End of 2 nd quarter (Aug 2023)	Submit a progress report in order to be eligible for the second installment of the award

	September 2023	Submit Lab School Application to VDOE
Q3	September- November 2023	<ul style="list-style-type: none"> Finalize Marketing Plan Continue Lab School Project Team meetings & sub-committee meetings Attend Board of Education meetings as required
	End of 3 rd quarter (Nov 2023)	Present progress on milestones and deliverables, including submission to the Board of an application for approval to launch a Lab School.
Q4	December 2023 -February 2024	<ul style="list-style-type: none"> Advertise for Lab School Coordinator Begin plans as outlined in the school application to market and open the school
	End of the grant term (Feb 2024)	Expected to have attained approval by the Board to launch a Lab School.
	September 2024	TCC Pre-Kindergarten Lab School to open

F. STUDENT POPULATION AND RELEVANT RESEARCH

1. TARGETED STUDENT POPULATION

- a. Describe the student population and discuss why they are proposed. Include the number of students, reporting group(s), and grade level(s):

The lab school will initially serve approximately twenty pre-kindergarten students ages 4-5 who live in the city of Portsmouth.

GRADES TO BE SERVED FOR THE FULL TERM OF THE APPROVED LAB SCHOOL CONTRACT (PLEASE CHECK ALL THAT APPLY*)			
Pre-K	X	Sixth Grade	
Kindergarten		Seventh Grade	
First Grade		Eighth Grade	

Second Grade		Ninth Grade	
Third Grade		Tenth Grade	
Fourth Grade		Eleventh Grade	
Fifth Grade		Twelfth Grade	

*If the applicant intends to add or change grade levels at some point during the Lab School’s operation, please provide this information in the education program section of the narrative.

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

South Hampton Roads is a diverse community with needs that vary by city. As evidenced in the table below, the percentages of households receiving supplemental food benefits in Portsmouth indicates an at-risk population, with a need for high quality, no-cost pre-K education.

Portsmouth, Virginia Population Data 2020	
Pop. 18 & up¹	72,801
Females 18 & up	38,295
Females 18 & up as % of Total	52.6%
Households	36,650
Households receiving Food Stamps/SNAP Benefits	5,634
Households receiving Food Stamps/SNAP Benefits as % of Total	15.4%
Average Annual Cost of Full-day Child Care in VA for a 4-yr old²	\$10,867

A review of census data for cities in our service area demonstrates that a TCC Pre-K Lab School could impact the Portsmouth community in a positive way. By

¹ Population data extracted from the 2020 Census – American Community Survey

² ChildCare Aware of America: Virginia; many child-care programs state that they include pre-k as part of their full-day child care cost.

overcoming the early learning obstacle for families who currently may not see high-quality preschool education as an option, a pre-K Lab School can help at-risk students build a solid academic foundation for themselves, for their families, and for the community.

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

The TCC Lab school will focus on pre-K education.

2. RELEVANT RESEARCH

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

CLASS: The TCC Lab School will be committed to the high-quality interactions as evidenced in the Classroom Assessment Scoring System (CLASS) tool developed by Teachstone. Research proves that students in classrooms with high CLASS scores have better academic and social outcomes. Some of these benefits include increased vocabulary knowledge, reduced problem behaviors, improved social competence, stronger cognitive flexibility, increased enthusiasm for learning and greater cooperation, persistence, and attention (Teachstone, 2022). In compliance with the Commonwealth of Virginia requirements that any early childhood center or family day home receiving public funds must participate in VQB5, the lab school will not only participate in this program, but implement best practices from CLASS as the foundation of our philosophy of child growth and development.

Family involvement: The family is the primary force in preparing children for school and life, and children benefit when all of the adults who care for them work together (Bronfenbrenner, 2004). When program staff and families are engaged as partners, they commit to working together on children's behalf. When family members take the lead and make decisions about their children's learning, they are truly engaged. Positive goal-directed relationships between families and program staff are key to engagement and children's school readiness (U.S. Department of Health and Human Services, 2022). Research has shown that in the year before kindergarten, children whose parents participated in center-based activities were more prepared for school (McWayne et al., 2012). The TCC Lab School will include families from inception to implementation.

A coordinated and collaborative systems approach: In some surrounding cities there are collaborative Early Childhood Education professional groups designed to support children and families by connecting them to resources. Their purpose is to promote and improve the healthy development, school readiness, and reading proficiency of young children, ages 0-8 (U.S. Department of Health and Human Services, 2022). However, there is currently no such initiative in the city of Portsmouth. The TCC Lab School aspires to be a driving force behind convening professional stakeholders and CBOs to build a system, connecting families and community partners, and becoming a valued training Hub for Early Childhood providers in Portsmouth.

Local needs assessment: Child care is a primary concern for families of preschool aged children in Portsmouth. In providing data regarding existing child care centers in South Hampton Roads, three different metrics were used. The first metric was the number of licensed centers within 10 miles of the TCC campus in Portsmouth to support access for local families. This data was obtained through the Virginia Department of Education (formerly through the Virginia Department of Social Services).

Campus	Total	Licensed Centers	Unlicensed Centers
Portsmouth	25	23	2

The second metric was the number of existing centers within 10 miles of our campus that are participating in Virginia Quality, the previous statewide Quality Rating and Improvement System. This initiative was a voluntary program so not all centers are represented in this metric.

Existing Centers - Participating in QRIS	Total
Portsmouth	4

The final metric involved reporting the number of existing centers within 10 miles of the campus who are NAEYC accredited, an indicator of the highest quality.

Existing Centers - NAEYC Accredited	Programs within 10 miles of Campus
Portsmouth	10 (4 are military-limited)

G. COLLABORATION AND STAKEHOLDER INVOLVEMENT

1. Describe the involvement of local school divisions, community-based organizations, employers, teachers, and parents in the planning, development, and implementation of the proposed program:

Portsmouth Public Schools

- Portsmouth Public Schools serves as a collaborator to assist with the planning phase and marketing to identify students who they are unable to serve (the unmet need), shared professional development experiences for pre-K teachers, and supporting families and children with kindergarten transitions into the schools.

Community Based Organizations

- **Ready Regions:** In July of 2022, Ready Regions was established by the Virginia Early Childhood Foundation as a way to leverage public and private collaborations throughout our state in an effort to coordinate services, resources, accountability and family engagement. We are fortunate that our region's hub is located in Norfolk (a neighboring city), and TCC already has established relationships with many of the Executive Board members to inform decisions made for the development of a high-quality pre-K school.
- **EVMS Minus 9 to 5-** As the leader of Ready Regions, Minus 9 to 5 not only oversees the global initiative of providing resources and collaboration in the ECE community, but also has several working groups focusing on specific areas of ECE. The six working groups are Healthy Homes, Healthy Children, Thriving Families, Community Connections, Early Learning and Development, Data and Knowledge Sharing, and Policy and Advocacy. Several current TCC faculty and administrators are members of the Early Learning and Development group, ensuring that the TCC Lab School is not only current, but involved at the regional level.
- **VB GrowSmart:** As a leader in community Early Childhood Education initiatives, the TCC Lab School will collaborate with VB GrowSmart to discover how best to develop a similar model in Portsmouth. The goal is to develop a continuing collaboration whereby we provide opportunities for the ECE community at large.
- **United Way:** The [mission of the United Way of South Hampton Roads](#) reads, "From cradle to career, we provide coordinated support for children in South Hampton Roads so they can succeed. We work with nearly 200 community partners to provide early childhood wellness, kindergarten readiness support, tutoring for grade-level

reading, help in developing social and emotional skills, and guidance for graduating on time and learning self-sufficiency.” The TCC Lab School will explore potential collaborative efforts for wrap-around services, funding, and resources for children and their families.

Employers

- Prioritize early childhood workforce development and wage increases to ensure centers have a strong workforce available.
- Explore options for philanthropic, business and other community supports for childcare systems and “family friendly” practices.
 - [A Guide to How the Business Community Can Engage in Childcare](#) – US Chamber of Commerce Foundation
- Expand newly piloted [Hampton Roads Shared Services](#) model to help child-care providers work together and strengthen their businesses.

Teachers

- Serve as a regional training hub: Host regional training opportunities for professional development and family engagement. With access and partnerships with the leading ECE stakeholders and providers in our region, the TCC Lab School will strive to be a hub for trainings to include Square One, a partnership with the regional training series provided through Children’s Harbor, and CLASS.
- Promote a collaborative [professional development and education hub](#) so pre-K teachers at the lab school and throughout Portsmouth can access professional development opportunities.
- Establish resources and guidance for lab school teachers and staff when it comes to healthy social and emotional development.
 - [Mental Health Well-Being Support for Directors](#)
 - [Early Childhood Marketplace Fact Sheet](#) - Affordable and accessible coverage through the [Health Insurance Marketplace](#).

Families

The TCC Lab School will encourage and welcome family participation. As the school is operational, parental input would be solicited and continuous feedback would be imperative to making sure the school is serving the needs of the families and the children.

Examples of engagement are:

- Include families on the TCC Lab School Governing Board
 - Encourage families to read to their children on-site and at home
 - Ask families to volunteer as helpers for Lab School events and field trips around campus
 - Host events that include family participation where Lab School staff model positive adult: child interactions
 - Encourage family activities at home that extend the learning process and increase young children's vocabulary
 - Maintain an open-door policy allowing families to visit or check in any time of day
 - Conduct periodic parent/teacher conferences to discuss assessments, behavior, etc.
2. If the Lab School is going to be in partnership with a local school division(s), please describe the partnership briefly:

Portsmouth Public Schools and TCC Lab School Partnership:

- Shared professional development and consultation services
- Governing board member representation, support to the lab school leadership and management during the launch and ongoing
- Pre-K to kindergarten transition support
- Ongoing collaboration between pre-K, kindergarten, and early grades professionals
- Aligned curricular strategies, comprehensive services, and supports
- Family engagement activities, kindergarten registration, and orientations
- Support with assessments and services for children with learning differences

H. SUSTAINABILITY

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

2. Please describe the capacity of your public institution of higher education; public higher education center, institute, or authority; or eligible institution to implement a Lab School:

Tidewater Community College's mission is to provide collegiate education and workforce training to individuals of all ages, helping them achieve their goals and contribute to the vitality of the regional and global community. This mission, coupled with the college's position as the second largest college in the Virginia Community College System, has enabled TCC to successfully build and maintain countless partnerships and collaborative relations with K-12 school systems, other institutions of higher education, community-serving organizations, the military, and local businesses and industries. TCC's extensive experience with developing educational programs includes budgetary management, managing and developing supporting facilities, staffing, curriculum design, professional development, instructional oversight, and program marketing. The college also has the administrative and faculty infrastructure in place to ensure rigorous policy and procedural support, requisite compliance management, program and student learning outcomes assessment, and data collection. Institutional student support services are also in place to include enrollment management, counseling and advising, support for transfer students when matriculating to another institution, and safety and security infrastructure.

TCC's Early Childhood Education Program is fully accredited by NAEYC, supported by credentialed and experienced faculty, and guided by an advisory committee of professionals. TCC also has a long history of educational partnerships with Portsmouth Public Schools to include STEM expos, bridge programs, dual enrollment programs, off-campus instructional sites, and grant and workforce partnerships, many of which receive additional support from local businesses and community partners. A fully realized TCC Lab School will provide an opportunity to build on this history of partnerships to provide educational opportunities and academic progressions for the community we serve, truly allowing our students of all ages to actualize the TCC motto, *From here, go anywhere.*

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

Affiliates:

TCC Child Development Centers and Staff
TCC Early Childhood Program, full-time and adjunct faculty
VCCS and other community colleges
TCC Early Childhood Advisory Committee

Partners:

Portsmouth Public Schools

Ready Regions

Sustainable funding sources:

- TCC has an experienced and successful Office of Grants and Sponsored Programs and Office of Institutional Advancement that have demonstrated success with securing grant and donor funding
- TCC will pursue blended funding to include: Mixed-delivery and the TCC CCAMPIS grant
- Local employers and corporations with philanthropic arms

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

BARRIER	HOW TO ADDRESS
Smaller capacity with initial enrollment	Start lab school small and expand number of classrooms in coming years to address unmet need/waitlisted children
Space allocation and location	Explore existing childcare facilities and spaces that allow for growth to serve additional children
Availability of qualified and licensed teachers	Incentivize highly qualified applicants by providing professional development opportunities and employment with benefits at the college
Need for before and after school care for working families	Research before and after care options to include child care, extra-curricular activities and other wrap-around services
Family trust and support in the concept	Marketing campaign and community outreach events to connect with families to build relationships and increase participation in the pre-kindergarten educational experience

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

1. Complete the budget table below outlining the financial plan of how the Planning Grant will be used in the effort to establish a Lab School. The Planning Grant period and use of funds may not exceed 12 months from the date of award.
2. Only include direct operating costs. Indirect costs and capital outlay costs are not allowed. Include a description of expenses that explains appropriateness of expenses based on the category descriptions shown below.
3. All expenses must be directly related to the proposed Planning Grant activities. Applicants are not guaranteed the requested award amount and any award may

be proportionally adjusted according to application’s weighted Planning Grant Application Evaluation Rubric score and to reflect only those expenditures that are designated as permissible.

4. Note: Any unspent Planning Grant funds remaining at the end of the grant term must be returned by the recipient to the Department.

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
1000 – Personal Services	<ul style="list-style-type: none"> • Faculty & staff stipends and reassigned time • Stipends for Project Team and Sub-Committee Leads 	\$100,000
2000 – Employee Benefits	<ul style="list-style-type: none"> • Benefits paid on stipends 	\$8,000
3000 - Purchased/ Contractual Services	<ul style="list-style-type: none"> • Consultant Fees 	\$46,000
	<ul style="list-style-type: none"> • Substitute teacher costs for planning and shared professional development 	\$7,000
	<ul style="list-style-type: none"> • Child Care for families during parent involvement meetings 	\$2,000
	<ul style="list-style-type: none"> • Food for collaborator and stakeholder planning and development meetings to include parent involvement sessions 	\$8,000
	<ul style="list-style-type: none"> • Professional development fees and services 	\$8,000
4000 – Internal Services		\$0
5000 – Other Services	<ul style="list-style-type: none"> • Professional development travel 	\$6,000
6000 – Materials and Supplies	<ul style="list-style-type: none"> • Marketing materials and consumables 	\$15,000
Total		\$200,000

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

Please visit the [Virginia Department of Education OMEGA object codes universal guidelines](#) for a complete description of the budget categories.

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APPENDIX: PLANNING GRANT APPLICATION EVALUATION RUBRIC

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

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

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