

# VIRGINIA DEPARTMENT OF EDUCATION

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## Planning Grant Application for a College Partnership Laboratory School

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### A. GENERAL INFORMATION

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1. **Name of Eligible Entity (Planning Grant Applicant):** Germanna Community College
2. **Authorized Official Representative:** Dr. Janet Gullickson
3. **Name of Contact Person for Application:** Taylor Landrie
4. **Telephone:** 540-891-300
5. **Email:** tlandrie@germanna.edu
6. **Office Telephone Number:** 540-834-1066
7. **Date of Submission:** 12/21/22
8. **Amount of Funding Requested (\$200,000 maximum):** \$200,000
9. Public institutions of higher education (IHE); public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as provided in [§ 23.1-628](#), (eligible entity or entities) may apply for a Virginia Board of Education (Board) College Partnership Laboratory School Planning Grant (Planning Grant).
10. Each Planning Grant Applicant (applicant) seeking a Planning Grant must read and comply with the Instructions for Application for a Planning Grant for a College Partnership Laboratory School (Lab School), which are available on the Virginia Department of Education's (Department) website, and fully complete this Planning Grant Application (application) to be eligible for a Planning Grant.

11. Applications may be submitted, and will be evaluated for Planning Grant awards based on factors set forth herein, on a rolling basis.
- 12. Planning Grant Term: This application is for a one-time Planning Grant, the term for which will not exceed 12 months from the date of any award hereunder.**
13. The completed PDF version of the application and related materials must be sent to [labschools@doe.virginia.gov](mailto:labschools@doe.virginia.gov) by email. The Department may return or reject proposals that are incomplete.
14. Please contact [labschools@doe.virginia.gov](mailto:labschools@doe.virginia.gov) by email if there are any questions about the application process.

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## B. DEFINITIONS

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

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

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

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

## C. ASSURANCES AND SIGNATURES

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### 1. ASSURANCES

- a. By signing and submitting this application, the applicant assures that it will adhere to state and federal laws and regulations governing public schools, including the *Virginia Standards of Quality*, the *Virginia Standards of Learning*, and the Board's *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
- b. The applicant assures that all elements of the proposed school(s) will comport with all applicable state and federal laws and regulations.
- c. The applicant certifies that to the best of his/her knowledge the information in 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: Dr. Janet Gullickson  
 Title: President, Germanna Community College  
 Date: December 21, 2022

b. Fiscal Agent Authorization (if applicable):

Signature of Division Superintendent of Fiscal Agent School Division:




Printed Name: Dr. Anthony Brads

Title: Division Superintendent, Culpeper County Public Schools

Date: December 21, 2022

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



Printed Name: Mrs. Patricia A. Baker

Title: School Board Chair, Culpeper County Public Schools

Date: December 21, 2022

## **D. REGIONAL AND APPLICANT DIVERSITY**

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1. Planning Grants will be awarded in a manner that encourages ready access to Lab School options and the establishment of Lab Schools in each of the Department's [eight Superintendent regions](#).
2. Indicate Proposed Name(s) of Lab School: Piedmont Regional Pathway to Teaching Academy
3. Identify Proposed Physical Location(s) of Lab School: Daniel Technology Center at Germanna Community College in Culpeper, VA

## **E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE**

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### **1. PROGRAM DESCRIPTION**

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

The Piedmont Regional Pathway to Teaching (PRPT) Academy concept is designed to identify future teachers before the junior year of high school. Through close partnerships with local school divisions, community colleges, and four-year universities, this academy will streamline the educational and licensure process for future teachers and provide students with rigorous, hands-on instruction in schools and a route to completion and placement in as little as two years after high school graduation.

During their junior and senior years of high school, students will complete training in research-driven, evidence-based pedagogical best practices in each base school division. With alignment between K-12 divisions and Germanna and Laurel Ridge Community Colleges, each student in the Academy will have opportunity to graduate concurrently with an Associate degree in education and a high school diploma. Following high school graduation, students may receive guaranteed admission to partnering four-year institutions where they will complete bachelor's degrees in education with licensure. Graduates of the Academy will be granted placement in one of the partnering school divisions as full-time teachers with teaching commitments of two years.

This Academy will benefit at-risk students with significant learning loss as a result of the COVID-19 pandemic. During the pandemic, researchers found that students in schools with higher levels of remote instruction complicated by high levels of poverty demonstrated wider achievement gaps in reading and math. Additional disparities were observed among children of color and other marginalized groups. Goldhaber, Kane, & McEachin (2021), considering the relationship between achievement test scores and earnings, estimate that the learning loss for students during the pandemic equates to a \$43,800 loss in expected lifetime earnings (or over \$2 trillion for the total of all public school students). PRPT Academy will combine experiential learning and high-touch classroom environments to help counteract learning loss. It will also address the teacher shortage crisis felt acutely in central Virginia. This lab school will be ready for launch in fall 2023 with future opportunities for scaling and will establish a model that is transportable across the Commonwealth.

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

The current state of teacher recruitment and retention in the education profession is alarming. A recent study by the Joint Legislative Audit & Review Commission (JLARC) found there were about 800 teaching vacancies in Virginia; however, that number rose substantially to 2800 vacancies in October 2021, and 3300 vacancies as of mid-August 2022.

School divisions have felt the teacher shortage; many schools began the 2022 school year without a full cadre of teaching professionals available. This issue is exacerbated in more rural areas where recruiting and retaining high quality educators is more difficult, in part because there is typically less funding available for compensation. There is also much work to do in diversifying the workforce in rural areas. This program would help identify and empower a more diverse future teacher workforce as well as better equip the rural schools in this footprint. The teacher shortage crisis is a root cause of student learning loss associated with the pandemic. It is impossible to provide a quality learning environment for children without enough educators. Strengthening Virginia's teacher pipeline with a *teach in two* approach and a two-year commitment to teaching in participating counties by Academy graduates simultaneously provides future teachers with meaningful and innovative training and support while also relieving the pressure of the shortage as passionate new teachers enter the ranks within Culpeper, Orange, Madison, and Rappahannock counties.

During the planning phase for the PRPT Academy, participating K-12 divisions, community colleges, and four-year institutions will build on the success of Transfer Virginia to establish clear, globally transferable pathways that eliminate credit loss and increase accessibility for students. This includes developing secondary education concentrations for Associate degrees in Education that accelerate the timeline to teacher licensure.

Additionally, the planning phase will be used to expand partnerships with stakeholders, including 4-year institutions to increase student choices; solicit feedback and support from community partners and stakeholders; align learning outcomes; develop and document experiential learning practices; and identify and implement any necessary changes to the model.

- 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 nature of innovation in this Academy is threefold: high-level experiential learning that provides real-world application for classroom concepts; an accelerated timeline that builds on the motivation and enthusiasm of future teachers; and the teaching placement commitment that improves career outcomes for graduates and addresses learning loss related to pandemic teacher shortages. High-level experiential learning is embedded in PRPT Academy from the start. This model connects theories and knowledge to career experience with shadowing pedagogical research practice occurring in all four semesters of the program. A cross-regional approach to experiential learning exposes future teachers to research-driven best practices in the classroom. Hands-on learning solidifies academic concepts and improves proficiency in students while high-touch classroom time helps to improve learning outcomes impacted by the pandemic.

With a *teach in two* accelerated learning model, Academy graduates will be prepared to enter the classroom as educators in as little as two years after high school graduation. A co-enrollment model with Germanna Community College and Laurel Ridge Community College will introduce Academy students to rigorous college coursework while providing wraparound services in the

college and high school environment to set students up for success. When students transfer to four-year institutions, they are ready to engage in higher-level coursework, bolstered by the high-touch, hands-on learning environment of the Academy. The collaboration of partners in K-12, community college, and four-year universities will result in a pipeline to baccalaureate degrees that is smoother and faster than ever.

Ultimately, future teachers aim to find stable, sustainable careers in education. The teacher placement commitment of Culpeper, Madison, Orange, and Rappahannock counties offers Academy graduates placement in the teacher ranks as soon as 2027. This commitment sets Academy students up for long-term success in their fields and creates a virtuous cycle – more highly-trained teachers with hands-on Academy experience enter rural school districts, infusing their classrooms with diversity and pedagogical best practices, resulting in higher student performance and more Academy recruits.

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

The learning benefits of this program are profound. The experiential learning model will allow all participating students to gain a better understanding of the education profession through first-hand experiences with seasoned educators and professionals. The model allows for a broader view of the education profession and builds in a renewed appreciation of community and school culture. This program will also allow for nurturing of identified skills, interests, passions, values, and talents in specialized areas of instruction. Through providing opportunities to collaborate with diverse organizations and people, students also benefit from advanced professional skills training, assist in meeting a community need, and build self-confidence, self-agency, and leadership skills.

The PRPT Academy streamlines the learning pathway for at-risk students by delineating a clear, seamless track from high school and Associate degree completion to bachelor's degree and teacher licensure. The accelerated timeline builds momentum for academic success among high school students with the desire to teach and improves clarity on the pathway to becoming an educator, which may be especially helpful to first generation Academy students. Studies show that students enrolled in courses for college credit are more likely than their peers to enroll in a post-secondary education program and graduate with a degree (Burns, Ellegood, Bracey, Duncan and Sweeny, 2019). Additionally, exposure to on-campus college courses has an additional significant positive impact on long-term outcomes for students (Allen and Dadgar, 2012).

In addition to learning benefits for Academy students, all students in the region will benefit from the increased capacity of educators who offer innovative teaching and learning practices. Academy students will be entering these rural school districts with a commitment to their communities and exceptional training and hands-on experience, resulting in improved outcomes across the board.

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



During the planning grant, the input of current educators at all levels will be critical in developing an Academy that produces outstanding teachers. In identifying best practices, experiential learning opportunities, and programmatic connections, teachers may obtain knowledge they can immediately apply to their classrooms, even before the launch of PRPT Academy.

Teachers conducting the program will also benefit through additional training and best-practices, curriculum writing, and development offered through the community colleges and four-year partners as a component of the Academy partnership. Teachers will hone their craft through implementing evidence-based strategies for improving student outcomes in a model designed to acclimate incoming teachers to the profession.

The collaboration among the school districts, community colleges, and universities will improve educator understanding of the student transition experience from secondary to postsecondary programs, giving them the awareness needed to build a more supportive student environment.

f. Content areas addressed:

All grade levels and content areas will be addressed through this model. Early childhood, primary, early elementary, middle school, and high school topics will be embedded throughout the program to ensure prospective teachers gain experience at all levels.

Additionally, each school district will identify an area of specialization or a research focus for participating students to explore. Students will rotate through the districts, gaining diverse, hands-on experience and participating in pedagogical research.

**2. GOAL**

State the overall proposed goal for the program:

The proposed goal for this program is to address the critical teacher shortage and resultant pandemic learning loss through the creation of a specialized regional teacher preparatory program designed to train a premier educational workforce. In partnership with local school districts, community colleges, and four-year institutions, this program will utilize an innovative hands-on learning-to-teach curriculum that highlights best practices across the region to graduate licensed teachers who can *teach in two* years post-high school graduation.

**3. TIMELINE**

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

A steering committee including administrators, educators, and curriculum developers from Culpeper, Orange, Madison, and Rappahannock Counties, Germanna and Laurel Ridge Community Colleges, and James Madison University have already convened to conceptualize

the design of the PRPT Academy. Building on this foundation, the team and additional stakeholders anticipate the following timeline upon planning grant approval:

- The planning process officially begins upon approval of the planning grant, as soon as January 2023 with the aim to launch the PRPT Academy in Fall 2023. Project leads will be hired at Germanna and Laurel Ridge Community College. Lab School liaisons will be identified and assigned at all partner institutions.
- Course development and curricular alignment will begin in the spring 2023 semester. Faculty will receive release time to work on course design, curriculum development, pathway changes, and alignment between high school, community college, and four-year learning outcomes.
- In March 2023, the Academy steering committee will convene to assess the timeline for Lab School launch and produce a progress report with milestones, measures of success and deliverables. Counselors and dual enrollment liaisons at partnering K-12 districts will begin promoting the Academy and recruiting future teachers to enroll in the fall.
- During the summer 2023, faculty and staff meetings will determine the schedule, transportation plans, experiential learning content and rotations, and validate curricular changes. The steering committee will produce a second progress report. Lab school application will be submitted.
- In Fall 2023, the first cohort of PRPT Academy students will begin their junior year of high school and first year of college.
- Project progress will be monitored ongoing by the Steering Committee. Issues will be promptly addressed and modifications to the model will be implemented as needed.

## **F. STUDENT POPULATION AND RELEVANT RESEARCH**

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### **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):

A cohort of 24 rising juniors will be selected by lottery from Orange, Rappahannock, Madison, and Culpeper counties each year for the PRPT Academy. This cohort will be comprised of self-identified future teachers who demonstrate college readiness and the motivation and dedication to complete a rigorous co-enrollment program. For consideration in the lottery, students will submit an application, letters of recommendation from teachers or administrators, and recommendations of high school counselors or dual enrollment liaisons.

The impact of this lab school proposal is two-fold: it will impact the students who enter the program, but also will address the needs of all grade levels across the four school districts as

future teachers in the academy will be working directly within the school setting at each of the districts concentrating on an area of research-based best practices. The long-term results of the Academy will positively impact more than 15,000 students enrolled in the four participating districts.

Within these four Superintendent Region 4 counties, there is significant diversity in socioeconomic status. For example, nearly half (47%) of students are economically disadvantaged, a risk factor that may negatively impact educational success. Within these counties there are also numerous students from historically underserved groups including racial and ethnic minorities, students with differing abilities, and English language learners. These students will benefit from the Academy both directly via enrollment through the lottery system and indirectly through an expanded teacher workforce. The clearer, streamlined pathway to becoming a teacher may increase opportunity for students from historically disadvantaged groups to enter the education field, which ultimately benefits all students in the participating counties.

**Partner School Divisions Total Enrollment Chart:**

District	Total student enrollment
Culpeper County	8353
Madison County	1683
Orange County	5042
Rappahannock County	736

**Partner School Divisions Demographics Chart:**

**Diversity concentration on the following traditionally underrepresented groups:**

	Black	Hispanic	Sped	ELL	Econ Disadv.
<b>Culpeper County</b>	1083	2463	918	1505	4063

<b>Madison County</b>	121	115	162	48	784
<b>Orange County</b>	650	680	666	288	2223
<b>Rappahannock Co.</b>	13	81	109	55	298
<b>Total:</b>	1867	3339	1855	1896	7368

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

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

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

Initially, this program will serve the Superintendent Region 4 communities of Rappahannock, Culpeper, Orange, and Madison through enhancing the applicant pool in the educational field. These communities are mostly rural and struggle with teacher recruitment and comparable compensation for retaining high quality teaching and instructional staff. Also, each of these communities struggles with diversifying the workforce. This program will help promote the teaching profession to underrepresented groups of students as well, infusing the ranks of educators with more racial and ethnic diversity, diversity in socioeconomic background, and diversity in differing abilities.

In future years, expansion of the Academy may result in supporting additional communities and K-12 localities. An additional lab school site, hosted by Laurel Ridge Community College, may expand the reach of the Academy.

The PRPT Academy will serve as a teacher preparation model for the Commonwealth, addressing the teacher shortage felt throughout the state.

- 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:

This Lab School will specialize in training future teachers with concentration on licensure, certification, and immediate job placement for successful candidates.

## **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:

It is estimated that during the pandemic, 75% of teachers nationwide taught at least some of their students virtually during the 2020-21 school year. Teachers who taught students in a virtual environment often found students (particularly those in poverty) were confronted with higher levels of challenges due to the pandemic than they would face in a typical year. Such challenges included lack of a school meal; lack of appropriate workspace; difficulty obtaining support and supervision; inconsistent attendance and participation; and regularly falling behind academically. Problems were exacerbated for English language learners (GAO, 2022).

There are different perspectives around teacher attrition with some researchers indicating that the rates of attrition during and immediately following the pandemic are not significantly different than rates before that time. However, teacher surveys suggest that many complex issues associated with the pandemic have negatively impacted the career outlook for many teachers. Teachers are less likely to expect to work in the field until retirement. A higher percentage of teachers report they do not know whether or not they expect to work in the field until retirement. Research has found that teacher effectiveness and student academic progress can be negatively impacted when teachers have higher levels of job dissatisfaction, consideration of leaving the profession, and stress (Zamarro, Camp, Fuchsman, & McGee, 2022).

Studies show that experiential learning improves understanding better than concept work alone and experiential learning is critical for future educators. Beyond enriching the classroom experience, hands-on learning increases engagement, improves receptiveness to future students, and improves career preparedness (Ernst, 2013). This is especially important in teacher education in the post-pandemic learning landscape, where future educators look for innovative teacher training that includes technology training, stress management, burnout prevention, and communication skills (Pozo-Rico, Gilar-Cobi, Izquierdo, and Castejon, 2020). Building an experiential learning-focused teacher preparation program will entice future educators and fill

the ranks that have been depleted during the pandemic. This is crucial to addressing pandemic learning loss.

Early College programs have significant long-term benefits for students. While many college credit programs (dual enrollment, early college, and advanced placement courses) have statistically significant associations with college completion, early college programs on college campuses appear to provide an added boost to measures of success, even when controlling for pre-enrollment GPA, ACT score, gender, and race. (Burns, et al., 2019). Additionally, completion of a greater number of college credits has a strong positive correlation with degree completion. Completing college courses before high school graduation is also associated with larger per-semester courseloads upon full-time enrollment as a degree-seeking student – leading to greater academic momentum and a faster and smoother path to graduation (Allen and Dadgar, 2012). This suggests that PRPT Academy students from diverse backgrounds may be more likely to graduate on time than their peers because of college campus exposure and completion of 60 credits of college coursework.

The PRPT Academy model can improve short-term and long-term outcomes for participating students through experiential learning, college course exposure, and increased academic momentum via an accelerated co-enrollment program.

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

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

During the early planning phase for this lab school, the initial stakeholders (Culpeper County Schools, Orange County Schools, Madison County Schools, Rappahannock County Schools, Germanna Community College, Laurel Ridge Community College, and James Madison University) will be obtaining commitments from partners including additional 4-year institutions, community organizations, K-12 and college educators, and parents for program development, concept proofing, and implementation.

The vision for the planning period includes significant work between faculty in high schools, community colleges, and universities to align curriculum and assessment, develop performance metrics for the lab school, determine the staffing and facility needs for the program. The PRPT Academy has the potential for significant growth; strategies to scale the program will be developed early in the planning phase. From day one of the planning grant, this will be a collaborative effort to facilitate innovative teacher training.

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

The lab school is a partnership with school divisions in Culpeper, Orange, Madison, and Rappahannock counties. Additional school divisions may join the partnership during the planning phase or upon successful launch of the Academy.

Students will be recruited for PRPT Academy participation from the four school divisions. Students will complete experiential learning requirements in the school divisions. Each division has a research-area expertise; hands-on learning for Academy students will be guided by this research focus at each division.

For instance, Rappahannock County has a unique action-based learning lab (ABL) where all students in primary grades receive targeted movement interventions to mitigate gaps in ten foundational skills of brain development which then impact learning. Currently, there is research being conducted at this site to measure the ABL's impact on primary grade reading growth.

Additionally, students participating in the Lab School will commit to teaching for two years in one of the participating school divisions upon graduation and licensure. Participating K-12 localities will provide job placement for successful graduates of the PRPT Academy.

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## H. SUSTAINABILITY

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

Germanna Community College serves over 12,000 students annually in credit and non-credit programs. In addition to robust dual enrollment programs throughout our service region, Germanna serves early college students in the Gladys P. Todd Academy (GPTA) and Germanna Scholars (GS) Academy in Spotsylvania County, City of Fredericksburg, and Culpeper County. Germanna's success with these early college academies demonstrates our capacity and commitment to innovative early college approaches. With more than 93% of early college students completing their academic programs and graduating concurrently with their high school diplomas and Associate degrees, it is apparent that the faculty and support staff at Germanna and partnering school divisions are equipped to guide students on accelerated education journeys.

Germanna's Daniel Technology Center will be the primary location for Academy students. This 39,050 square-foot high-technology learning center is equipped to serve as the base for the Academy. Germanna Scholars students complete their early college program requirements at this center; the spacious rooms and technological capacity provide the learning environment necessary for students in rigorous academic programs.

With a service region encompassing the city of Winchester and the counties of Clarke, Fauquier, Frederick, Page, Rappahannock, Shenandoah, and Warren, Laurel Ridge Community College serves approximately 20,000 students annually through academic and workforce training programs.

Laurel Ridge maintains strong partnerships with all of the K-12 public schools in its region, as well as lead private schools. In addition to traditional dual enrollment offerings, Laurel Ridge is currently partnering with Rappahannock and Fauquier schools to implement a GO Virginia Technology Academies project. Through this project, high school and adult students are able to pursue coursework, industry credentials, and apprenticeship/internship opportunities in the emerging fields of drones and robotics. These and other partnership projects with area schools well position Laurel Ridge to be able to contribute to the development of lab schools in the region.

The partnership between Germanna, Laurel Ridge, K-12 localities and James Madison University expands capacity to serve high school students. Funding from the planning grant will facilitate release time for faculty to pursue curriculum alignment and develop a seamless teacher training track for students to transfer to JMU and other 4-year institutions. The foundation for early college academies exists at Germanna with GPTA and GS already – leading to a smoother lab school launch.

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

Potential partners who may be engaged in the planning process include:

- High school leadership and curriculum specialists from across the target area, including but not limited to the initial steering committee
- Federal, state and local legislators
- Student and family representatives
- Additional four-year institutions
- The Virginia Community College System (system office)

Connections with these partners will help identify resources available at multiple levels that may assist in sustaining the program.

The steering committee may pursue expanding the Piedmont Regional Pathway to Teaching Academy to include school divisions in Winchester City and the counties of Clarke, Frederick, Warren, Page, Shenandoah, and Fauquier. This geographic expansion may also expand resources and support for the lab school model.

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



The most significant potential barriers to the planning process include full, positive engagement and commitment from key stakeholders; leadership effectiveness; and insufficient resources and funding.

To limit such barriers, the planning phase will include:

- Efficient organization of meetings, activities, and tasks, as well as commitment to respectful and pleasant meeting climate.
- Recruitment and identification of potential partners by existing partners and organized onboarding for new members.
- Consistent written and verbal communication with all planning group members regarding items of significance and task expectations.
- Mechanisms (ex. meeting check-ins, surveys) for planning group members to offer feedback and receive responses to feedback.
- Leadership style that can coordinate a diverse membership, including those who are excited and motivated group members as well as those who may be more resistant.
- Significant examination of and transparency regarding the envisioned initiative's budget, sensitivity to individual institution limitations, and development of a sustainability plan draft by the end of the planning period.

Each community college and educational partner will have at least one dedicated representative assigned to the planning process who will serve as the liaison between the planning group and their respective institution; gather information and feedback from others in their respective institution to inform the planning process; and complete group tasks to move the planning process forward.

Additionally, a potential barrier to launching the Academy may include stringent graduation requirements and performance evaluation requirements from the Virginia Department of Education that limit the innovative power of a lab school. In cases where processes are codified and require General Assembly to change, the planning period will allow for direct contact with VDOE and legislators if waivers are to be obtained to carry out the objectives of this proposal. This barrier may result in the launch date being moved to Fall 2024 should it not be able to be resolved by Summer 2023 for a launch target date of Fall 2023.

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

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

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

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

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
<b>1000 – Personal Services</b>	Institution Liasion - Germanna (1 p/t hired or contracted) Faculty Release time (6 credits @\$1333) Faculty Summer Stipends (2 @ \$3000) School District Summer Stipends (4 x 3000) Institution Liaison - Laurel Ridge (1 p/t hired or contracted) Faculty Release time - Laurel Ridge (6 credits @\$1,333) Faculty Summer Stipends - Laurel Ridge (2 @ \$3,000)	\$40,000 \$ 6,000 \$ 8,000 \$12,000 \$35,000 \$ 8,000 \$ 6,000
<b>2000 – Employee Benefits</b>	Benefits for Germanna Liaison Benefits for Laurel Ridge Liaison  (ex. FICA, Unemployment and Workers Compensation)	\$ 3,000 \$ 3,000
<b>3000 – Purchased/Contractual Services</b>	Software purchases Consultation services DE training/credentialing DE Tuition costs inaugural students	\$ 2,000 \$ 5,000 \$ 20,000 \$ 44,000
<b>4000 – Internal Services</b>		
<b>5000 – Other Services</b>	Travel for meetings/site assessment (any project partners)	\$ 3,000
<b>6000 – Materials and Supplies</b>	Marketing materials	\$ 5,000

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
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.

## APPENDIX: PLANNING GRANT APPLICATION EVALUATION RUBRIC

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

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