

VIRGINIA DEPARTMENT OF EDUCATION

Planning Grant Application for a College Partnership Laboratory School

A. GENERAL INFORMATION

1. **Name of Eligible Entity (Planning Grant Applicant):** Virginia Commonwealth University School of Education Center for Teacher Leadership
2. **Authorized Official Representative:** Dr. Kim McKnight
3. **Name of Contact Person for Application:** Dr. Kim McKnight
4. **Telephone:** 804-512-6298
5. **Email:** mcknightkw@vcu.edu
6. **Office Telephone Number:** N/A
7. **Date of Submission:** November 21, 2022
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

Higher Education Authorization:

DocuSigned by:

Andrea Publow

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Printed Name: Annie Publow

Title: Director, Division of Sponsored Programs

Date: November 21, 2022

Division Superintendent/School Division:

Kume Goranson

Printed Name: Kume Goranson

Title: Executive Director, CodeRVA

Date: November 21, 2022

School Board Chair/Representative:

Marcie Shea

Printed Name: Marcie Shea

Title: Henrico County School Board

Date: November 21, 2022

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: CodeRVA Regional High School
3. Identify Proposed Physical Location(s) of Lab School: 2601 Durham Street, Richmond, VA 23220

E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE

1. PROGRAM DESCRIPTION

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

This lab school program seeks to combine two existing educational programs, CodeRVA Regional High School and RTR Teacher Residency, to develop a program that will provide a training site for teacher residents as well as a professional development center to share best practices in education. CodeRVA Regional High School will become the lab school connected to Virginia Commonwealth University's RTR Teacher Residency Program. Secondary level preservice teachers will be able to complete their teaching residency at CodeRVA, learning how to integrate computer science in all content areas. These residents will then be poised to integrate these skills and knowledge into their teaching practice.

While serving as a training site for future teachers, CodeRVA will also host professional development for practitioners in the field. This will enable those teaching in traditional school settings to learn best practices in computer science integration for secondary students. The program will also enable researchers and others in the field interested in exploring new teaching methods and academic structures to visit the location, learn from those individuals who are successful in the endeavors, and share this knowledge with other educational institutions.

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

CodeRVA Regional High School is a comprehensive school that has a purposefully diverse student body. Through their partnership with 15 Virginia school divisions, the school operates a lottery system through which potential students may enter their contact and demographic information in the controlled choice lottery system; students are selected from the lottery through a system that mirrors the demographics of the region. CodeRVA also has a specific focus on computer science education and has the goal of increasing the diversity of the workforce in computer science and IT-related fields. The curriculum integrates computer science throughout all content areas and provides all students with access to advanced placement computer science courses and opportunities to earn college credits while in high school through their Associate Degree program.

Given the school's success in providing a diverse student body with a high school education that will enable them to meet the demands of current and future employment opportunities, this model of schooling is one that should be available to a greater number of students. In order to do this, preservice teachers need to be

trained in this setting so they can then provide students elsewhere with opportunities such as this. As a teacher training program with a longstanding, successful history, RTR Teacher Residency is a natural partner in this endeavor. RTR provides a year-long teacher residency program for preservice teachers through which they are able to learn about all aspects of teaching from the first day of school to the last day, while receiving mentoring from an established teacher and gradually assuming more responsibilities from that mentor teacher. Training teachers at CodeRVA through the RTR Teacher Residency program will develop a workforce of teachers that are able to provide computer science-focused education to their future students.

- 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):

One innovative way CodeRVA provides students with career readiness is through their 11th and 12th grade internship programs. Each student participates in two immersive internship experiences, each lasting six weeks. The 11th grade workplace simulator gives students a feel for working in a professional IT environment. Students gain exposure to the technology field; learn foundational skills to help them succeed in a professional environment; and are evaluated on their on-the-job performance, interview, and personal portfolio. All 12th graders apply the skills they have acquired at CodeRVA to create a portfolio of products. Students gain valuable professional experience by completing projects for real clients, including project scoping, planning, execution, and documentation. Along the way, they develop their communication, project management, and collaboration skills. The 12th grade internship culminates with a Senior Showcase event. Students practice presenting before a professional audience and receive valuable feedback on their work.

Through the new lab school, RTR residents will work alongside CodeRVA teachers for an entire school year, learning the best practices and innovations the school uses to ensure student success and college and career readiness. These residents will be able to take the skills and knowledge they learn through their pre-service year at CodeRVA and apply them to their teaching career. While the residents learn from the mentor teachers, the mentors also pick up new skills and knowledge the residents bring with them, whether from their own school experience or from their university courses. From RTR program data, 99% of mentor teachers have stated that serving as a mentor makes them a stronger teacher; this partnership between CodeRVA and RTR will have a positive impact on student learning for years to come.

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

CodeRVA High School is focused on developing the skills and knowledge necessary for students to create and use multiple forms of technology. Through its innovative approaches to curriculum, internship programs, and self-directed learning, students learn not only the skills and knowledge needed for the jobs of today, but also how to manage their time, think critically, and creatively problem solve. CodeRVA has a 100% on-time graduation rate and students achieve success both during their time at CodeRVA and beyond. The graduating class of 2022 saw 31% earn an associate degree while in their high school years at CodeRVA. An additional 55% earned advanced high school diplomas. Of the 2022 high school graduates, 78% went on to attend college, and 28% entered career and technical programs or the workforce.

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

The RTR Teacher Residency program pairs teacher residents with in-service teachers who provide feedback and mentoring throughout the school year. In order to serve as a mentor in the program, teachers attend professional development sessions to become proficient in the New Teacher Center model of coaching. Throughout the school year, they receive ongoing support to help them implement these practices and continue to grow in their coaching and mentoring ability. Over the 12-year history of the RTR program, mentors have reported that not only does serving as a mentor in the program provide them with career growth, but it also reinvigorates their teaching practice and provides them with an expanded professional network. Through the new partnership this Lab School grant will bring, CodeRVA teachers will be selected to serve as mentors to RTR residents placed in the school and will receive training in mentoring and coaching. These skills can then be shared with fellow teachers in the school through on-site professional learning communities.

In addition to the professional development opportunities for mentor teachers, RTR has a robust alumni network. Program alumni have numerous opportunities to come together for professional learning and social networking. RTR has recently developed a series of sessions for program alumni focused on topics such as trauma informed practices and teacher remoralization. These professional learning and networking opportunities allow program alumni to learn from one another and experts in the field. As with the mentor training, RTR alumni will be able to take the skills and knowledge they learn through alumni professional development back to their schools to share with others through professional learning communities.

- f. Content areas addressed:

Secondary science, math, and humanities

2. GOAL

State the overall proposed goal for the program:

The goal for this program is to develop a partnership between CodeRVA Regional High School and Virginia Commonwealth University’s RTR Teacher Residency Program to develop CodeRVA as a lab school which can then serve as a training site for RTR preservice teachers and as a location for researchers and practitioners alike to learn more about the best practices in education being implemented there.

3. TIMELINE

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

Project Goal: To design, implement, and evaluate an innovative model of teacher preparation in an existing innovative high school model to increase the number of highly skilled K-12 educators with the capacity to increase teacher retention and improve student outcomes in high-needs schools.

Objective 1: Design and implement a lab school with CodeRVA	
Major Project Milestones	Timeline
Faculty, RTR team, and Residency Design Team will design content and governance preparation	Winter 2022/Spring 2023
The Residency Design Team will revise and strengthen academic content for residency alignment with CodeRVA’s existing model	Winter 2022
RTR and CodeRVA recruitment, selection, and matches for Residentes and Mentors	Spring 2023
Launch CodeRVA RTR; conduct NTC training, restorative practices workshops	Summer 2023
Residents begin coursework	Summer 2023
Provide ongoing professional development opportunities	Fall 2023
Provide ongoing support for Residentes and Mentors with NTC training and continuous feedback	Fall 2023/Spring 2024

Residents complete coursework	Spring 2024
Residents receive post-residency support for two years after CodeRVA-RTR	Fall 2025/Spring 2027
Objective 2: Strengthen the instructional leadership capacity of mentors for residents	
Major Project Milestones	Timeline
Train mentors in NTC Instructional Coaching model	Summer 2023
Mentors attend ongoing trainings of NTC Instructional Coaching & Mentoring	Fall 2023
Mentors provide ongoing feedback and support through the weekly collaborative logs and NTC tools	Fall 2023/Spring 2024
Monthly meetings with Residents and Mentors to enhance instructional coaching skills and discuss challenges	Fall 2023/Spring 2024

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):

CodeRVA Regional High School serves 345 students in grades 9 through 12. Current student demographics for the 2022-23 school year are:
 46% White or Caucasian
 40% Black or African American
 10% Hispanic or Latinx
 9% Multiracial
 5% Asian
 22% Receive Special Education Services

This student body was selected from a lottery system designed to remove admission barriers and create a student body representative of the Richmond region.

GRADES TO BE SERVED FOR THE FULL TERM OF THE APPROVED LAB SCHOOL CONTRACT (PLEASE 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	✓
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:

CodeRVA Regional High School serves 15 school divisions in Virginia - Amelia, Charles City, Chesterfield, Colonial Heights, Cumberland, Dinwiddie, Hanover, Henrico, Hopewell, New Kent, Petersburg, Powhatan, Prince George, Richmond City, and Sussex. Together, these school divisions represent a geographic region across central Virginia of over 2,500 miles.

Each of the school division partners pays tuition to CodeRVA and has an agreement with the school to purchase a specific number of spots for students from the school division. The regional design of the school brings together students from each of these communities, some urban, some suburban, and some rural, to learn together in the school building in Richmond City.

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:

CodeRVA’s focus is on providing computer science education to a diverse population of students to provide them with the skills and knowledge needed to pursue employment or post-secondary education upon graduation. Computer science is integrated in each of the courses the students take at CodeRVA, and courses are presented in a blended learning format to help students develop self-management skills. The coursework also integrates Agile workplace methodologies and internship experiences with the academic content to provide a

pipeline of critical thinkers prepared to enter college or Richmond's growing technology workforce.

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:

In a 2016 study of economic and employment data, Chmura Economics and Analytics found an increasing number of computer science/information technology jobs, yet noted the lack of individuals with the knowledge to fill these positions (Chmura, 2016). Many of these positions are middle-skill level jobs, requiring more than high school education but not necessarily a bachelor's degree (Burning Glass Technologies, 2015). Chmura (2016) estimated that by 2030, given the current rates of degree attainment, the Richmond metropolitan area will have over 65,000 unfilled computer science/information technology positions that require an associate's degree or higher. These statistics underscore the importance of creating and expanding educational offerings that increase access to employment opportunities in the critical fields of computer science/information technology, particularly for underrepresented populations.

CodeRVA provides a comprehensive high school education and integrates computer science throughout all of the coursework. Students are exposed to STEM coursework, including advanced placement courses, and real-world applications. Research indicates that providing students from backgrounds underrepresented in the STEM workforce with exposure to the content and practical experiences leads to greater interest in and pursuit of careers in those fields (McAlexander, 2022). Additionally, CodeRVA's instructional methods, such as blended learning and collaborative problem solving activities, support student learning and academic success. Collaborative scientific investigation has been associated with greater student learning (Sampson & Clark, 2009), and students at CodeRVA experience this instructional method in various courses and in their internship experiences. Likewise, blended learning, or using a combination of face-to-face and digital instruction, is used in all of CodeRVA's coursework. Blended learning has been associated with an increase in learning about digital technology and greater positive attitudes toward and metacognitive abilities in secondary science (Nababan et al., 2019).

These best educational practices used by CodeRVA will enhance pre-service teacher learning as RTR residents spend the entire school year learning to teach from mentor teachers at CodeRVA. The teacher residency model is a year-long pre-service teaching experience based on a medical residency model, which pairs a pre-service teacher (resident) with a trained mentor teacher. Rather than the traditional six- or eight-week student teaching experience, residents gradually assume full teaching responsibility from the mentor as they slowly take over one content area or class period at a time. The residency experience allows the pre-service teacher to develop more in-depth knowledge of the teaching profession before they become a teacher of record. Although research on outcomes of residency programs is not extensive, the growing body of literature indicates the success of the model in the preparation and retention of new teachers (e.g., Beck,

2016; Roegman et al., 2017). Researchers have also noted the important role school context plays in the residency experience. Pre-service teachers in a residency program learn how to plan and deliver instruction, interact with colleagues, and ensure student success within their school context (Hammerness et al., 2016). The lessons they learn throughout the year-long residency experience will influence their teaching practice. RTR residents who learn to teach through a residency experience at CodeRVA Regional High School will be prepared to integrate computer science and technology education into their content area and can help prepare the next generation of students for success beyond high school.

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:

CodeRVA has a robust community engagement program. The internships the school provides to all juniors and seniors involve community organizations. These organizations provide a project for the students to work on and then meet with students throughout the planning process to provide information and feedback. Members of the community organizations, as well as others from the academic and professional community, are invited to attend the senior internship showcase; students present their final projects and answer questions from attendees. The parent and family community also has a strong presence at CodeRVA. The Parent-Teacher-Student Association meets monthly and works with student body representatives to provide events and resources for the school.

Because CodeRVA's footprint is so large, with students coming from 15 partner divisions, the regional school board is an important resource. School board members include superintendents from all 15 partner divisions who meet to discuss the partnership and positive impact the school is having on students in the region. In addition to an active regional School Board, CodeRVA also hosts quarterly Regional Advisory Council meetings. All CodeRVA partners: business, non-profits, and higher education are invited to informally gather to provide CodeRVA with real time industry feedback and support CodeRVA with a continually expanding partnership network.

RTR also has strong stakeholder involvement. Monthly meetings are held with representatives from each partner school division. Called the working subgroup, these liaisons help establish relationships between the RTR staff and leaders of the schools in which residents are placed. They connect residents and program alumni with the resources needed to effectively perform their responsibilities and help problem solve when challenges arise. The RTR partner divisions also play a large role in the selection of residents. Personnel from each partner division help interview candidates for the RTR program and score their additional application materials. This is seen as a critical component of the partnership, as the residents will become teachers of record in the partner school divisions.

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

CodeRVA partner school divisions are members of the school's regional School Board which meets quarterly to discuss school-related matters, including funding, curriculum, and student success. Additionally, RTR maintains close relationships with partner school divisions through monthly working subgroup meetings and biannual advisory council meetings. The working subgroup meetings are attended by school division liaisons, and as with CodeRVA's regional advisory council meetings, RTR's advisory council meetings are attended by upper-level leaders from each of the partner school divisions.

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:

RTR is funded through federal, state, and local philanthropic grants. RTR is built on a shared cost model that utilizes General Assembly funds which require 33% cost-share investment from school division partners. Over the past 12 years, RTR has continued to refine its cost model with a focus on sustainability.

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

CodeRVA receives tuition from its 15 partner school divisions for the students attending the school. This money is used primarily to support the personnel and building lease for CodeRVA. Many of the instructional programs and direct student benefits (such as access to rigorous testing opportunities like AP, PSAT, and SAT) are funded by business partners and local foundations. These private donations have significantly increased each year as CodeRVA's successes have grown.

There is a current pool of \$2.25 million from the Virginia General Assembly for Teacher Residencies. RTR Teacher Residency has received \$1.2 million, which provides stipends for pre-service teachers. In addition, school divisions pay for mentor stipends, coaching training, and a partnership fee.

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

As recruitment of teachers for science, technology, and math positions is challenging for schools across the state, one of the potential barriers for this lab school proposal is recruiting preservice teachers for STEM content areas to then complete their residency experience at CodeRVA. During the planning process, the goal is to have three residents train at CodeRVA so all partners can learn more about the school context and address any issues before the lab school program is fully operational. To ensure that we are successful in this endeavor and are able to recruit STEM preservice teachers, RTR's recruiter will focus recruitment efforts on undergraduate science and math courses and will explain that CodeRVA Regional High School will serve as the placement site for three residents.

Another potential barrier is time. As a currently functioning school and teacher residency program, CodeRVA and RTR will need to dedicate time each week for members of each team to come together to plan and discuss next steps in the process. Having these standing meetings will allow program planning to continue, and will allow for timely solutions to any challenges that arise during the process.

A third barrier is the current governance structure. Time and resources will be allocated to ensure that the lab school is able to function properly within the rules and regulations of Virginia's Department of Education.

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.**

We are requesting \$200,000 for this lab school planning grant. Of this, \$100,000 will support project staffing. Funds will support a project coordinator, a recruitment coordinator to recruit RTR residents, a data and admissions specialist to guide the residents through the application process and collect data on the development of the lab school, and a coordinator of the residency experience to oversee the mentor-resident matches and residency learning experiences. Through VCU's federal and state relations

team, resources will be allocated to ensure that the lab school meets the lab school governance regulations. An additional \$20,000 will be used to support CodeRVA in-service teachers who will serve as mentors. They will receive specialized training in coaching and mentoring and a stipend for the additional work that will be required of them to serve as a mentor for the school year. The final \$80,000 will be used for site visit travel to learn from successful STEM-focused lab schools, professional development and conference attendance, and community building to help develop relationships between the staff of CodeRVA and RTR to ensure a strong lab school partnership.

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
1000 – Personal Services	Staff salaries	\$71,378
2000 – Employee Benefits	Staff fringe @ 40.10% full time	\$28,622
3000 – Purchased/Contractual Services	CodeRVA staffing for residency support	\$20,000
4000 – Internal Services		
5000 – Other Services	Travel: Site visits, conferences, joining professional organizations and community building	\$80,000
6000 – Materials and Supplies		
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.	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