

VIRGINIA DEPARTMENT OF EDUCATION

Planning Grant Application for a College Partnership Laboratory School

A. GENERAL INFORMATION

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

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

1. **Name of Eligible Entity (Planning Grant Applicant):** James Madison University
2. **Address of Eligible Entity (Planning Grant Applicant):** 800 S. Main St.,
Harrisonburg, VA, 22807
3. **Name of Authorized Official Representative:** Mark L'Esperance
4. **Email Address for Authorized Official Representative:** lesperme@jmu.edu
5. **Telephone Number for Authorized Official Representative:** 540-568-6572
6. **Name of Contact Person for Application:** Bryan S. Zugelder
7. **Email Address for Contact Person for Application:** zugeldbs@jmu.edu
8. **Telephone Number for Contact Person for Application:** 540-568-5559
9. **Name of Partnering School Division (if applicable):** Rockingham County Public
Schools
10. **Name of School Board Chairman of Partnering School Division(s) (if applicable):**
Jackie Lohr
11. **Email Address for School Board Chair of Partnering School Division(s) (if
applicable):** jlohr@rockinham.k12.va.us
12. **Name of Superintendent of Partnering School Division(s) (if applicable):** Larry
Shifflett
13. **Email Address for Superintendent of Partnering School Division(s) (if applicable):**
lfshifflett@rockingham.k12.va.us
14. **Name of Industry or Community Partner(s) (if applicable):** Blue Ridge Community
College
15. **Name of Contact Person for Industry or Community Partner(s) (if applicable):** John
Downey


John A Downey (Oct 27, 2023 09:53 EDT)

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

DowneyJ@brcc.edu

17. Phone Number for Industry or Community Partner(s) (if applicable): 540-234-8189

18. Date of Submission: October 27, 2023

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

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 this Application is correct, that all Application elements have been addressed as required in this Application, and that the Applicant understands and will comply with the assurances.
- d. The Applicant agrees to conduct a review of their planning phase, and submit milestones and deliverables as required, including, but not limited to, a comprehensive report with details for the projected Lab School implementation, expenses, and other items as may be prescribed by the Department.
- e. Applicants receiving a Planning Grant are expected, by the end of the term of such grant, to submit a subsequent application for the launch of a Lab School to the Department, for review and approval by the Board.
- f. Applicant provides assurance to subscribe to the following reporting requirements timetable:

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

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]:

Mark E. L'Esperance
Mark E. L'Esperance (Oct 27, 2023 09:56 EDT)

Printed Name: Mark L'Esperance
 Title: Dean, College of Education
 Date: 10/27/2023

b. Fiscal Agent Authorization (if applicable):

Signature of Division Superintendent of Fiscal Agent School Division:

Larry Shifflett
Larry Shifflett (Oct 27, 2023 10:51 EDT)

Printed Name: Larry Shifflett
 Title: Superintendent
 Date: 10/27/2023

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

Jackie Lohr
Jackie Lohr (Oct 27, 2023 16:26 EDT)

Printed Name: Jackie Lohr
 Title: School Board Chair
 Date: 10/27/2023

D. REGIONAL AND APPLICANT DIVERSITY

1. Planning Grants will be awarded in a manner that encourages ready access to Lab School options and the establishment of Lab Schools in each of the Department's [eight Superintendent regions](#).
2. Indicate Superintendent Region of Proposed of Lab School: Region 5
3. Indicate Proposed Name(s) of Lab School: Lab School for Innovation & Career Exploration
4. Identify Proposed Physical Location(s) of Lab School: East Rockingham High School, 250 Eagle Rock Rd., Elkton, VA 22827; Broadway High School, 269 Gobbler Dr., Broadway, VA 22815; JMU College of Education-Memorial Hall, 395 S. High St., Harrisonburg, VA 22801

E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE

1. **PROGRAM DESCRIPTION**

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

James Madison University (JMU), with a long history of preparing teachers for the workforce since 1908, plans to develop a lab school in partnership with Rockingham County Public Schools (RCPS) and Blue Ridge Community College (BRCC), designed for high school students in grades 9-12. The Lab School for Innovation & Career Exploration (Lab School) will provide an innovative approach to teaching and learning, pushing boundaries beyond siloed content areas. The lab school concept will deeply engage students in solving community needs by applying high-level academic skills with community and industry experts while leveraging the strengths of BRCC experts and JMU experts from multiple disciplines that include education, health professions, social services, government/public administration, aviation maintenance, automotive technology, business management, and information technology.

The Lab School, opening in 2024-2025, will start in 9th grade, where students admitted to the school will participate in a half-day model within renovated and enhanced RCPS high school spaces, starting with East Rockingham High School and Broadway High School in Year 1 (2024-2025), expanding to the other two high schools in Year 2. During the half-day Lab School model, students will interact with a team of instructional experts that include: licensed RCPS teachers, JMU professors, BRCC professors, industry experts, RCPS paraprofessionals, and JMU pre-service students (from education, nursing, counseling, social work, and other disciplines as applicable). When students are in 9th and 10th grades, during the half-day Lab School model, they will engage in interdisciplinary approaches

to teaching and learning that are mostly hands-on. Opposed to the traditional model of school, where students have an English, Math, Science, or Social Studies teacher for an assigned time block, students will be engaged in fluid and flexible groupings, where the content area teachers will work together as a team with the industry experts, professors, and paraprofessionals to offer learning spaces that are project-based, differentiated, and allow for small group, individualized, and cooperative learning.

Students admitted to the lab school will participate in 9th and 10th grades. In 11th grade, students will have the option to return to their traditional high school model, attend BRCC, Massanutten Technical Center, or continue to take classes at JMU in disciplines. Pre-service professionals will be exposed to this different model as assigned to the Lab School for practicum, student teaching, and internships, studying what works best in schools with a student-centered, problem-based approach to teaching and learning. The high school students will be exposed to career pathways, make connections to the community and industry workforce, and explore interest in careers early through this model. This innovative approach to schooling, with learning at all levels (teacher learning, pre-service learning, student learning) will afford the opportunity for interdisciplinary research on evidence-based practices that have the potential to transform school, as well as identify effective pathways to college and careers.

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

The Lab School seeks to provide a hub for innovation, where education professionals can study the effects of this innovative model. This model brings together a K-12 school division, university, and community college, working in tandem to address student needs, in partnership with industry. The reciprocal benefits of the program inform program improvement at all levels, providing engaging and deep insights on how pre-service programs can reform their approaches to preparation based on frequent contact with industry.

As students across the Commonwealth, particularly in Region 5 (a predominantly rural area) continue to struggle with the effects of the COVID-19 pandemic, a different approach to schooling is needed to entice students into learning. The COVID-19 pandemic has deeply scarred the workforce as well, with attrition, job shortages, and changing landscapes of industry. Providing opportunities for students to be exposed to possible careers early is intended to create pathways into careers that lead to sustainability for the workforce in Virginia.

Schooling is an antiquated model in general. Providing students with spaces that are innovative, exposing them to career pathways, and working closely with industry experts while they are in school, has the potential to transform schools in general. This unique partnership approach to school also has the potential to

shape how career preparation is changed, where the community college, school division, and university are working together with industry, preparing for the skills, knowledge, and dispositions required for the workforce in multiple professions and industries. This model will shape professional development for teachers, professors, and pre-service professionals.

- 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 long-term outcome goal is to develop a hub for innovation, where teaching and learning at the high school level is transformed by high-level application of problems centered in community matters. The hub will be a space for student learning, professional development for educators, and high-level engagement of community members through industry, college, and career readiness. High schools are traditionally staffed by content silos, where there is a ratio of students to teachers based on content area. While this is mostly driven by law, the Lab School thinks outside of the box in how teaching and learning are implemented for the sake of student learning at the core; workforce redesign in education is a target for this model, leveraging instructional team approaches. Using English as an example, rather than students learning English content during a designated time slot, students at the Lab School will interact with an interdisciplinary team of licensed teachers, applying the standards in problem-based learning with an instructional team that includes multiple content areas that traditionally might not fit together as a team (such as English, Social Studies, Science, Health/PE) working together to address a real-world problem. Students will receive direct instruction, but most of their learning will be addressed through hands-on experiences, supported by an instructional team that includes more than just the licensed teachers (industry experts, paraprofessionals, professors from BRCC and JMU, and pre-service students from JMU).

College and career readiness continues to be problematic, especially in rural areas and with students from marginalized backgrounds. With college and career readiness as the goal, this Lab School intends to accomplish student academic proficiency by creating a learning environment grounded in the application of high-level learning, including engagement and re-engagement of at-risk students. Additionally, in this learning environment, exposure to professors helps high school students make connections to college. Exposure to industry professionals helps high school students make connections to careers. Exposure to pre-service students from JMU helps high school students interact with and have role models that allow them to aspire to college. The planning team is committed to developing a school setting for high school students that centers student learning as the core value of the school. This model will serve as an innovation hub and demonstration site, where educators, both in-service and pre-service, can learn.

The planning team plans to include a model of innovation where the learning environment can be studied. This includes developing infrastructure where professionals can interact with the lab school from various places. For example, teachers at East Rockingham High School will have the ability to view the learning spaces in action, in real-time, via video transmission, at Broadway High School. At the same time, JMU classes can interact with sites from Harrisonburg and vice versa. The learning spaces at each high school for the Lab School will also be replicated at JMU and BRCC so that students can engage in field trips in Years 1 & 2 as 9th and 10th-grade students. The spaces will be branded similarly so that across all sites, Lab School will be recognizable by the community, students, educators, industry experts, and others.

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

The anticipated student learning benefits are intended to be addressed along a continuum. With learning as the essence of the Lab School, high school students will learn to apply the knowledge and skills aligned with the content standards in real-world, problem-based application, in partnership with JMU/BRCC professors, paraprofessionals, and industry professionals. Pre-service students from JMU will learn about evidence-based practices in this unique model of teaching and learning, working across multiple disciplines and professions, also providing additional support in the classroom for students to further reduce the ratio of students to adults. In-service educators will also benefit from learning, as the way curriculum is designed and implemented will be studied and part of the professional development plan for the educators involved.

At multiple levels, educators will learn from the data generated by student outcomes, combined with the expertise from industry and professors from JMU and BRCC. The planning team anticipates a varied approach to studying student outcomes will be planned for, including the use of portfolios as formative assessments, understanding the drivers for SOL outcomes, and how college and career readiness is the spirit of the learning for students. Student exposure to college (via coursework and interaction with professors and college students), as well as careers (via industry experts), along with a different approach to school, is expected to transform outcomes in graduation rates, achievement, and pathways to college and careers.

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

JMU, BRCC, and RCPS will work closely to develop a comprehensive professional development plan for all who interact with the Lab School. Additionally, the hub for studying what works well serves as a demonstration site

to inform the broader field of education. The vertical and horizontal alignment of learning within the instructional team will help the licensed teachers understand how their respective content areas impact other content areas. Industry experts will help shape professional learning and program improvement for JMU/BRCC professors. Pre-service professionals will have the opportunity to understand how instructional teams meet the needs of students from a holistic approach, rather than through siloed lenses. Paraprofessionals will have opportunities to demonstrate impact on student learning through their work with students. A framework for professional support of teachers will be developed, aligned with Virginia’s teaching standards, where professional development is supported by peer coaching, university support, and school leadership support.

f. **Content areas addressed:**

The Lab School, being a 50% school-day model, will address the following content areas in Years 1 & 2: English, Social Studies, Health/PE, and Science. Math, Foreign Language, and other electives will be offered during the other 50% of the traditional school day, not directly part of the Lab School programming; however, based on identified community needs and the potential for solving problems of practice, a needs assessment may indicate additional interdisciplinary content areas and restructuring of the traditional schedule beyond Years 1 & 2. In Years 1 & 2, the planning team will develop a plan for interdisciplinary approaches to learning, integration of JMU/BRCC programs, and connections with industry.

2. GOAL

State the overall proposed goal for the Lab School:

The goal of the Lab School is two-part. The first is to create a space for innovation, where educators, industry, and pre-service professionals can learn about best practices in teaching and learning. The second is to create a space for students to engage in high-level application of real-world problem solving while working closely with professors, college students, and industry experts to provide pathways for college and career readiness.

3. TIMELINE

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

Timeline	Action
November 2023	Upon grant acceptance, recruitment of Executive Director will begin
December 2023	Executive Director will be identified and hired
December 2023	Roles/responsibilities of JMU, BRCC, and RCPS will be identified/outlined in draft MOU(s)

December 2023	Governing Board representatives identified
December 2023	Initial industry partners identified
January 2024	Marketing Plan developed
January 2024- March 2024	Marketing executed
January 2024	Recruitment Plan developed
January 2024- August 2024	Recruitment executed
March 2024	Applications open for students
March 2024	JMU/BRCC faculty identified for Lab School engagement
March 2024- May 2024	Initial Curriculum Development
April 2024-May 2024	Instructional teams (teachers, paraprofessionals, industry experts) identified/hired
May 2024	Pre-service professionals identified for fall/spring placements
June 2024	Curriculum Guides/Course Guides finalized
July 2024	Professional learning for all Lab School staff
August 2024	Lab School Opens to first 50 students

F. STUDENT POPULATION AND RELEVANT RESEARCH

1. TARGETED STUDENT POPULATION

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

The targeted student population should be a reflection of the student population in Virginia, specifically within Region 5. A lottery will be used according to VDOE guidelines on the use of a lottery system and to ensure fair, equitable, and legal selection of students to attend. Given the Lab School is a high school, the students will be comprised of grades 9-12 and will serve all students, including English Language Learners, students with disabilities, and students considered at risk.

PROPOSED 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	x
Third Grade		Tenth Grade	x
Fourth Grade		Eleventh Grade	x
Fifth Grade		Twelfth Grade	x

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

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

While the Lab School is housed in Region 5 and within RCPS high schools, the community for the Lab School will be the entire Commonwealth of Virginia. Given the innovative spaces will provide opportunities for real-time interaction using technology, educators and community members from across the Commonwealth will have access to the learning opportunities as applicable. Students who apply to the Lab School from outside of RCPS will be eligible to attend.

Rockingham County Public Schools (RCPS) is located in the Shenandoah Valley of Virginia, with 15 elementary, 4 middle, and 4 high schools. RCPS also houses a governor's school, technical center, and alternative education center. Student enrollment is 11,600 with approximately 2,000 employees. RCPS student demographics are 74.9% White, 16.6% Hispanic/Latino, 4.8% Two or more races, 2.0% Black/African American, 1.5% Asian/Asian Pacific Islander, and 0.2% American Indian/Alaska Native.

James Madison University (JMU), as of the Fall 2022 census includes 20,346 students, 79% of whom are in-state. JMU has 1,878 graduate students. Of the total student population, 1% are international students and 26% identify as students of color.

Blue Ridge Community College has a total enrollment of 5,270 students. Demographics of the student population are 73.4% White, 13.2% Hispanic/Latino, 4.97% Black/African American, 1.06% Asian, and 0.569% American Indian/Alaska Native.

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 Lab School will be interdisciplinary and over the course of the lab school contract will potentially address all content areas. The content areas ultimately identified for the school will be generated by community problems of practice, in partnership between JMU, BRCC, and industry. With career exploration as the spirit of the Lab School, the following careers are anticipated to be the specialized areas of focus, based on the strengths of JMU and BRCC connections to the work:

- education professions (teaching and education-related fields)
- health professions (nursing, nutrition, occupational therapy, physical therapy)
- social services (social work, human services, etc.)
- government/public administration
- aviation maintenance

- automotive technology
- business management
- information technology

2. **RELEVANT RESEARCH**

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

The emphasis on high-quality, high-impact teaching and learning will be employed in all teaching strategies, including goal setting, explicit teaching, concrete examples, collaborative learning, questioning, metacognition, and feedback (Hattie, 2012; Marzano, 2007; Tomlinson, 2014). Career exploration as the pathway to college and career readiness is grounded in Paolini's (2019) framework for the tools, skills, and knowledge needed for success. Finally, building professional capital within the school environment will be critical to the success of professional learning and an important component of the school concept as teams work together to learn from each other (Hargreaves & Fullan, 2012).

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 Lab School:

A governing board will be established as a model of shared governance from the onset of planning with stakeholders from James Madison University, Rockingham County Public Schools, and Blue Ridge Community College. One JMU Alumni representative will be appointed by the Board of Visitors to serve on the governing board. One Rockingham County School Board member will be appointed by Rockingham County Public Schools to serve on the governing board. The community stakeholders representing James Madison University and Rockingham County may be community industry partner (appointed by the James Madison University President) and a parent (appointed by the Rockingham County School Board). Community-based organizations will provide input into planning based on community need and input from industry in Region 5. Parents and community members at each of the respective high schools will be involved in planning, developing, and implementing the Lab School and have been involved thus far in planning this initial concept. Teachers and principals from each of the RCPS high schools have been part of this lab school concept, as well as focus groups of students from grades 8-12 in RCPS have provided input and will continue to inform and drive the process.

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

The Lab School will be developed and implemented in partnership with Rockingham County Public Schools. To maximize resources in a shared model, as well as leverage the strengths of all organizations, JMU, BRCC, and RCPS will work together to develop MOUs that outline the roles and responsibilities of personnel, transportation, meals, and serving students with disabilities and English Language Learners.

H. SUSTAINABILITY

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

2. Describe the Applicant’s capacity to implement a Lab School:

JMU is “shovel ready” to implement the Lab School in partnership with RCPS and BRCC. Spaces at each site have already begun renovations to accommodate the learning environment intended for the Lab School concept. JMU has spent more than 2 years planning in partnership with RCPS conceptually. The spaces have capacity to accommodate up to 50 students in Year 1 between East Rockingham HS and Broadway HS, with potential for growth to 600 students in Year 5 across the remaining two high schools (Spotswood HS and Turner Ashby HS). Additionally, spaces in Memorial Hall at JMU (building was formerly Harrisonburg HS) have begun renovations to accommodate students when they attend courses at JMU and spaces have the infrastructure for the technology described in this application for interactions across all spaces. JMU has already invested \$1.5M in renovations in spaces in planning for the Lab School. Additionally, nearly \$168,000 in JMU personnel time/effort, as well as \$219,000 RCPS time/effort has already been invested in planning for Lab School implementation.

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

Potential partners aligned with the Lab School concept include Dynamic Aviation Group, Inc.; Sentara; Merck; George’s, Inc.; Harrisonburg-Rockingham Chamber of Commerce. Potential sustainable funding sources include shared costs between JMU and RCPS.

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

Time and resources are consistent potential barriers to planning. A strong governing board will help provide the direction, vision, and necessary steps to specifically outline the planning needed to fully implement the opening of the Lab School in 2024-2025. Dedicated personnel have been identified and time/effort for personnel have been committed by the respective partners to ensure effective planning and success.

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

1. Complete the budget table below outlining the financial plan of how the Planning Grant will be used in the effort to establish the proposed Lab School. The Planning Grant Term and use of funds may not exceed 12 months from the date of award.
2. Only include direct operating costs. Indirect costs and capital outlay costs are not allowed. Include a description of expenses that explains appropriateness of expenses based on the category descriptions shown below.
3. All expenses must be directly related to the proposed Planning Grant activities. Applicants are not guaranteed the requested award amount and any award may be proportionally adjusted according to Application's weighted Planning Grant Application Evaluation Rubric score and to reflect only those expenditures that are designated as permissible.
4. **Note: Any unspent Planning Grant funds remaining at the end of the Term must be returned by the recipient to the Department.**

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
1000 – Personal Services	Executive Director Salary	\$115,000
2000 – Employee Benefits	Executive Director Benefits	\$47,226
3000 – Purchased/Contractual Services	Marketing/Branding	\$10,000
4000 – Internal Services		
5000 – Other Services	Overload support for JMU, BRCC, and RCPS faculty/staff for planning	\$27,774
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.

Most of the planning grant funding is to hire a full-time Executive Director with benefits. This accounts for \$115,000 salary plus 41% fringe benefits (\$47,226). The remaining use of the planning grant funds are for two purposes: 1) to compensate the planning team (JMU/BRCC/RCPS faculty/staff either in a stipend or course reassignment for planning purposes) in \$27,774. This has potential to include 5-6 faculty/staff at \$4000 for the cost of an adjunct or stipend as an overload. 2) \$10,000 is for marketing/branding planning to ensure consistency and messaging across all sites dedicated for Lab School.

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