



COMMONWEALTH of VIRGINIA
Office of the Attorney General
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MEMORANDUM

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

FROM: Deborah A. Love *DAL*
Senior Assistant Attorney General

DATE: April 10, 2024

SUBJECT: Review of College Partnership Laboratory School Application:
Roanoke College

The Office of the Attorney General (OAG) has completed its review of the revised application to establish a college partnership laboratory school, received from Roanoke College (version named "Explore@RC Application Version 6- 4.8.24 FINAL.docx"). Earlier versions of this application were also reviewed by OAG, with feedback to the Department on March 21 and April 4. This confirms information I provided on April 8.

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

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

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



COMMONWEALTH of VIRGINIA

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

College Partnership Laboratory School Standing Committee Members:

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

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

This application is complete and compliant.

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

A handwritten signature in black ink, appearing to read "Andrew Armstrong".

Jason Ellis, Director of Assessment

Jason Ellis

Digitally signed by Jason Ellis
Date: 2024.04.11 09:45:18 -04'00'

Melissa Velazquez, Assistant Superintendent of Policy and Government Relations

A handwritten signature in black ink, appearing to read "Melissa K. Velazquez".

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

Samantha Marsh Hollins

Last revision: *January 8, 2024*



Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education

July 26, 2012

Updated August 31, 2022

Updated June 30, 2023

Updated January 8, 2024

School Name: Explore@RC
Date of Submission to Virginia Board of Education: 3/27/24
Name of Authorized Official: Frank Shushok Jr., PhD.
Date: 3/27/24
Signature of Authorized Official: 
Date: 3/27/24

Application Completion Instructions & Mailing Information

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education’s website at the following link:
<https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/laboratory-schools>

Complete the cover page and insert the name of the college partnership laboratory school into the footer before completing the application. Each gray section in the document must contain a response.

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

Note: The *Virginia Freedom of Information Act* (FOIA), § 2.2-3700 et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

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Part A: Applicant Information

School Information

Lab School Name: **Explore@RC**

Proposed Opening Date:

Grades to be Served for the Full Term of the Contract (Check All That Apply) *			
Pre-K	<input type="checkbox"/>	Sixth Grade	<input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	Seventh Grade	<input type="checkbox"/>
First Grade	<input type="checkbox"/>	Eighth Grade	<input type="checkbox"/>
Second Grade	<input type="checkbox"/>	Ninth Grade	<input type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	<input checked="" type="checkbox"/>
Fourth Grade	<input type="checkbox"/>	Eleventh Grade	<input checked="" type="checkbox"/>
Fifth Grade	<input type="checkbox"/>	Twelfth Grade	<input checked="" type="checkbox"/>

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

If the college partnership laboratory school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), describe the specialized focus and why this focus was chosen to address the needs of students in your location:

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

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

Contact Information

Name of Individual/Organization Submitting Application: Roanoke College

Name of Contact Person for Application: Dr. Kathy J. Wolfe

Title/Affiliation with Individual/Organization Submitting Application: Vice President for Academic Affairs, Shirley C and Donald E Morel Dean of the College

Office Telephone: 540-375-2203 Mobile Telephone: N/A

Fax Number: N/A E-mail Address: kwolfe@roanoke.edu

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?
Check one of the following: Yes No
2. If the response to the question above is “yes,” describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Provide information such as the name of the school, the state where it is located, years of operation, and contact information for the school. If the school is no longer operating, provide the reason(s) for closure:
3. Describe the relevant experience of the applicant or members of the college partnership laboratory governing board:

All members nominated to the board have connections to education, as subject matter experts, school board members, K-12 educators, members of the higher education community, or some combination of these foci. Representatives include:

- Dean of Roanoke College/Vice President for Academic Affairs (ex-officio)
- Lab School Executive Director (ex-officio)
- Superintendent from Salem City Schools
- Career Pathway Representatives that are directly involved in the three pathways of Explore@RC (STEM/Healthcare, Education/Global Studies, Communications/Civic Engagement)
- One Roanoke College faculty member from the Business/Economics Department
- One Salem City School parent, who also serves as a local attorney
- One Explore@RC student

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

Yes

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:	Dr. Kathy J. Wolfe		
Title/Affiliation with the Institution of Higher Education:	Vice President for Academic Affairs, Shirley C and Donald E Morel, Dean of the College		
Office Telephone:	540-375-2203	Cell Telephone:	N/A
Fax Number:	N/A	E-mail Address:	kwolfe@roanoke.edu

Part B: Description of Proposed Laboratory School

The application narrative must contain all of the elements in § [22.1-349.5](#) of the *Code of Virginia*.

I. ELEMENT 1 – Executive Summary

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

Explore@RC (the Lab School at Roanoke College) is committed to providing an exceptional educational experience that empowers students to thrive academically, socially, and personally. Our mission is to cultivate a diverse and inclusive learning community where all students can reach their full potential, regardless of their background or circumstances.

Explore@RC addresses a pressing need to serve a growing population of economically disadvantaged students in Southwestern Virginia. With a notable increase in such students over the past two decades, traditional dual enrollment opportunities are often inaccessible due to cost and transportation barriers. Explore@RC’s goal is to provide an encouraging, supportive environment for high school students who may be the first in their family to attend college or lack access to college preparatory programs, empowering them to see college as a viable pathway for their future.

Explore@RC employs a variety of learning approaches, ensuring students gain critical thinking, analysis, and collaborative skills. The academic program spans grades 10-12.

Additionally, Explore@RC features three career-oriented pathways: Education/Global Studies, STEM/Healthcare, and Communications/Civic Engagement. Courses are inquiry-based and provide dual enrollment credit; examples of courses include "Introduction to Public Health," "Chemistry and Crime," and "Principles of Education." The program will culminate in a senior capstone course with project-based learning and fieldwork related to the selected Career Pathway. These pathways tie directly into workforce needs in the Roanoke region, and will set students up for success in their chosen pathway through academic preparation and real-world learning opportunities.

Our core philosophy centers on championing the potential of underserved students, providing purpose through project-based and inquiry-based learning. Explore@RC aims to develop resourceful, informed citizens ready to engage in education, STEM, healthcare, communications, government, and non-profit sectors. With a commitment

to excellence, alignment with state standards, and a focus on underserved populations, Explore@RC is positioned to empower students for success in college, careers, and the larger community.

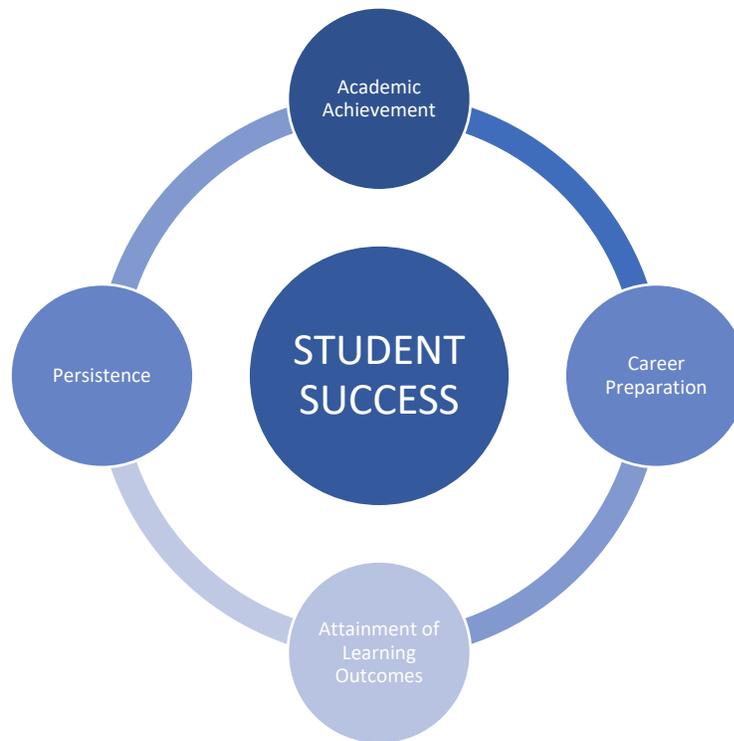
2. Sustainability Plan Overview

For College Partnership Laboratory Schools, sustainability requires constant refocusing and reinforcing of school models by engaging not just staff and students, but also community partners and other stakeholders, in both the “why” and “what” of the school. Describe your plan for initiating the school community and stakeholders to help you develop practices and next steps that will reinforce the proposed college partnership laboratory school model. Include the following factors in your response:

- What resources (e.g., financial, political capital, staff talents and interests) will support the proposed college partnership laboratory school model?
- What regular check-in structures are in place to ensure continued efficacy of the proposed college partnership school/programs?
- What community and/or non-profit partnerships will be developed?
- What public sector leaders and private corporations are interested in the proposed college partnership school’s work?
- Who is the coalition/advisory group of supporters who will champion the school externally?
- What other financial resources will support the proposed college partnership laboratory school model?

Explore@RC, hosted on Roanoke College’s campus, will be supported by several invested stakeholders representing Roanoke County and surrounding counties in Southwest Virginia. From Roanoke College, current faculty and staff will teach the courses at Explore@RC. An Executive Director, supervised by the Vice President for Academic Affairs/Dean of the College and supported by a Governing Board, will oversee daily operations and strategic visioning for the lab school. Faculty, Student Success Coaches, and current Roanoke College Education students (peer mentors) will work closely with the Executive Director to support Explore@RC students. Roanoke College and Salem City Schools worked jointly to develop the concept for this lab school, based on pressing and emergent needs identified with Salem High School students and in the broader Roanoke Valley. Having such a strong partnership from the early conceptualization and planning period has ensured the support of teachers, school board members, and public school administration. The model developed during this time will be utilized to work with additional school districts in future years of implementation.

Academic support for Explore@RC students will occur periodically throughout the semester to ensure adequate progress in courses. General student support check-ins will occur on a bi-weekly basis by the Explore@RC Executive Director and Student Success Coaches. These meetings will employ a simple student success framework to ensure each student is supported through the program's lifecycle.



Modified from York, Gibson & Rankin (2015) Operationalized Model of Academic Success

Jesse Griffin (staff), the Director of the Center for Civic Engagement, works closely with over 25 non-profits and community partners and will teach the senior year, field-work-based capstone course. Jesse’s partnerships and ability to pair students with the appropriate projects will allow Explore@RC to connect directly to work-based and experiential learning opportunities to enhance student career paths.

The Explore@RC Governing Board will meet quarterly. Governing Board meetings will focus on successful student outcomes and the financial health of Explore@RC. Additionally, a parent-teacher-student working group will be created during the first year of Explore@RC. This working group will ensure student alignment, satisfaction, and community support.

Based on Roanoke College’s current yield rate for local students and considering that the Explore@RC students will already have up to twelve Roanoke College classes on their transcripts, we anticipate approximately 20% of each Explore@RC high school senior class will matriculate as full Roanoke College students after their experience in the lab school. The net tuition from these students (anticipated as commuter students since they are local) is a revenue source that will begin to generate income in year two of operations.

Explore@RC will use a multimethod approach of grants, individual donors, and indirect support from the college for its long-term financial sustainability. Working closely with the college’s business office, advancement office, and Director of Grants, the school will offset costs by scaffolding the fundraising efforts. We will also retain a grants consultant in years one and two to plan for more considerable grant-seeking

opportunities to help with the sustained revenue through an endowment in years four, five, and beyond.

- **Local cost share:** In year 5, the local school districts will cost share at \$43 per credit hour. With each Roanoke College course as 4 credit hours (\$172 per course) and 4 classes taken per semester, 150 students would equate to \$103,200 in cost sharing.
- **Grants- Private Foundations:** Anticipated grant revenue (with a concerted effort in years 1-3 to apply for funds from family foundations, corporate foundations, and corporate partnerships):
 - Year Four: \$200,000
 - Year Five: \$200,000
- **Grants- Federal: (applying for NSF-STEM and DOE grants)**
 - Year Five: \$500,000
- **Private Funds:** (Working with Education alumni, STEM alumni, and Communications/Civic Engagement alumni and local donors, we will run a "Sponsor an Explorer" campaign to raise operating funds)
 - Year One: \$20,000
 - Year Two: \$20,000
 - Year Three: \$20,000
 - Year Four: \$20,000
 - Year Five: \$20,000
- **Endowed Funds:** The College will run an endowment campaign in years 1-3 to raise at least \$1,000,000 for an Explore@RC endowment. In years four and five (starting in fiscal year '28), 5% earnings from the endowment will be able to be used for operational dollars (\$50,000 each year).
 - Year Four: \$50,000
 - Year Five: \$50,000
- **Tuition** from fully matriculated students who go from Explore@RC to Roanoke College as full-time Pell-eligible commuter students:
 - Year Two: \$12,993 (1 student)
 - Year Three: \$39,759 (3 students at \$13,253)
 - Year Four: \$108,144 (8 students at \$13,518)
 - Year Five: \$220,608 (16 students at \$13,788)
- **Tuition** from fully matriculated students who choose to attend Roanoke College as a residual effect of Explore@RC in the area (non-Pell):
 - Year Three: \$27,000 (2 students at \$13,500)
 - Year Four: \$68,860 (5 students at \$13,770)
 - Year Five: \$140,450 (10 students at \$14,045)

II. ELEMENT 2 – Mission and Vision

The International Association of Lab Schools (“IALS”) is a membership organization whose goal is to continually enhance the key principles of lab schools including (1) teacher preparation programs, (2) research, (3) curriculum development, (4) innovation, and (5) professional growth. State the mission and vision of the proposed college partnership

laboratory school addressing these five key principles. The following components must be addressed:

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

Mission: Explore@RC is committed to providing an exceptional educational experience that empowers students to thrive academically, socially, and personally. Our mission is to cultivate a diverse and inclusive learning community where all students can reach their full potential, regardless of their background or circumstances.

Vision: Explore@RC students will acquire skills to succeed in their fields of interest, build confidence in their own abilities to intellectually engage with contemporary issues, and gain hands-on experiences through service and internships in the Roanoke Valley.

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

- College Partnership Laboratory Schools, § 22.1-349.3 of the *Code of Virginia*.

Explore@RC commits to following and complying with § 22.1-349.3 of the *Code of Virginia*—it recognizes it is subject to all federal and state laws in hiring and enrollment practices; enrollment will be through an admissions process that recognizes the need for a lottery and with space available for any interested students in the Commonwealth; a Governing Board will administer and manage the lab school. Roanoke College and Explore@RC commit to responsibility for the lab school's operation, including budget preparation, contracts for services, and personnel matters. Explore@RC will not charge tuition to its students, and will work closely with local school divisions for the purpose of building seamless education opportunities for students in the region.

Local school divisions will maintain responsibility for students' food services, school health services, and counseling. Students will be on Roanoke College's campus from 8:15-11:45 a.m. each day and will thus be back to their home high schools by lunch, for afternoon instruction and for afterschool activities. Should the need arise for a student to obtain a meal at Roanoke College, several dining options are available (Sutton Commons- student cafeteria, Rooney's Brews coffee shop, Freshens sandwiches and salads, Cavern to-go meals). A campus dining card will be loaded for each student at the beginning of each school year with funds to cover approximately 20 meals or multiple visits to the coffee shop. (This is part of the proposed budget).

Please see Appendix C (separate document)- MOU for the Memorandum of Understanding with Salem City Public Schools.

- *Standards of Quality* (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8.

The overall goal of the Laboratory School at Roanoke College is to provide at-risk high school students with an inquiry-based, career-focused, academically challenging program that allows them to engage in innovative, collaborative instruction. Explore@RC will offer dual enrollment credits to these students and accelerate their path towards career readiness and real-world preparation. Through the thematic collection of courses on a path students choose for themselves (with the guidance of counselors at the high school and Explore@RC staff), the introduction to Explore@RC, the capstone, and the community-based context of the program, students will investigate contemporary and relevant issues from thematic perspectives and apply learning to work in the community with civic engagement partners. Students will have early exposure to college life and learning and increase their confidence that higher education is a credible pursuit for themselves.

Student Learning Outcomes Lab School students will:

1. Formulate questions and explore novel solutions to real-world problems alongside scholars and experts in the field.
 2. Develop and use critical thinking to engage with community-based, multi-faceted challenges.
 3. Build and use employer-requested skills such as critical thinking, communication and problem-solving.
 4. Develop a sense of motivation through engagement with authentic stakeholders in the community and on the college campus.
 5. Engage in and reflect on professional career exploration.
- Virginia *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 430.

Explore@RC aligns with Virginia Standards of Quality (SOQ), Standards of Learning (SOL) and the Virginia Standards of Accreditation (SOA) by allowing the public high schools to maintain local educational agency (LEA). Explore@RC itself aligns with code 22.1-349.3 about the establishment of a lab school in the state of Virginia (prohibition of discrimination, planned enrollment process, administration and management by a governing board, responsibility of budget and contracts, agreement to not charge tuition, and the establishment of collaborative partnerships).

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

Explore@RC will feature three distinct curricular pathways tied directly to career outcomes and needs in the Roanoke region: Education/Global Studies, STEM/Healthcare, and Communications/Civic Engagement. Courses in each pathway will be inquiry-based and provide dual enrollment credit. All Explore@RC students will participate together in a college-readiness orientation, a self-selected inquiry question., and a senior year project-based capstone related to their chosen pathway.

Beginning courses of Explore@RC (all approved by Salem City Public Schools):

- Introduction to Public Health (Hands-on, community-based learning about the foundations of public health)
 - Fundamentals of Theater (Focuses on collaboration, communication, creativity, problem-solving, time management, and flexibility)
 - Math Concepts (Education course focused on foundational mathematics from a teacher's perspective)
 - Chemistry and Crime (Chemistry from a Crime Scene Investigation perspective; additional 3-hour lab requirement)
 - Gender in Early World Literature (Explores how gender roles were articulated and reinforced in early societies through literature and art)
 - How to Build a Dinosaur (Using the field of evolutionary developmental biology engineering, how could we build a dinosaur?)
 - Principles of Education (Explores the historical, philosophical, political and social principles of American education)
 - Environment and Society (Develops a case study of a local project using political, economic, and environmental perspectives)
 - Introduction to Communication Studies (How communications, critical cultural studies, media studies, rhetoric, and public speaking affect our lives)
 - Exploring Biology: The Power of Plants (How plants have impacted evolution, including humans and other organisms that share the earth)
 - Capstone Practicum/Internship (Field-based, individualized community project with weekly campus cohort meetings)
4. The college partnership laboratory school's strategic academic goals and core philosophy in alignment with a performance-based assessment model.

At Explore@RC, our core philosophy is to champion underserved students' potential and help them find purpose through project-based and inquiry-based learning. Students who develop this sense of purpose at a younger age are more likely to find fulfilling careers, serve and lead in their communities, and live lives of deeper meaning. The school strives to provide an educational environment that develops resourceful, informed, and responsible citizens ready to engage the community in education, STEM, healthcare, communications, government, and non-profit work.

Explore@RC's strategic academic goals and core philosophy are aligned with a performance-based assessment via the Portfolio Assessment Model. The Portfolio Assessment Model provides a comprehensive framework for performance-based evaluation that prioritizes personalized learning, authentic assessment, continuous feedback, interdisciplinary learning, and a student-centered approach. The capstone course will help students culminate the experience and provide a platform to display the prototypes collected throughout the courses. During this course, students will reflect, curate, and do self-assessment. Portfolios offer a rich and multifaceted approach to evaluating student learning and growth.

The Portfolio Assessment Model will:

Personalized Learning: Students compile a portfolio that showcases their learning journey, including samples of their work, reflections, and evidence of growth over time. This allows for a personalized approach to assessment, as students can select artifacts that best demonstrate their understanding and progress.

Authentic Assessment: Their portfolios will contain a variety of authentic assessments, such as projects, presentations, essays, and creative works, which reflect real-world tasks and challenges. This ensures that assessment tasks are meaningful and relevant to students' lives, fostering deeper engagement and motivation.

Continuous Feedback: As they compile their portfolios, students will receive ongoing feedback from teachers and peers and self-assessment. This feedback loop allows for timely support and guidance, enabling students to improve their work and track their progress toward learning goals.

Interdisciplinary Learning: Explore@RC courses encompass a range of disciplines and subjects, allowing students to make connections across different areas of knowledge. Placing this work into a portfolio as the matriculate will enable them to demonstrate interdisciplinary projects and reflections; students develop a more holistic understanding of complex topics and enhance their critical thinking skills.

Student-Centered Approach: Students curate their portfolios, empowering them to take ownership of their learning and demonstrate their achievements in ways that align with their interests and strengths. This student-centered approach promotes autonomy, self-direction, and a sense of responsibility for learning.

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

Over the past 18 years, Salem City Schools in Southwestern Virginia have seen an exponential increase of economically disadvantaged students, from 20% of the enrolled students in 2005 to 46% in 2023. Typically, these students have fewer resources to participate in traditional dual enrollment college opportunities because cost and transportation are barriers to participation. See Appendix A- Demographics for additional information from Salem High School.

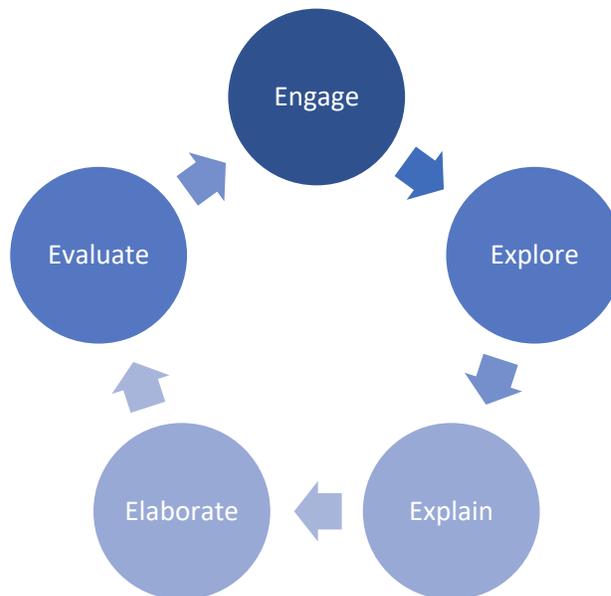
Explore@RC seeks to enroll high school students who are economically disadvantaged, may be the first in their family to attend college (first-generation students), or are not already enrolled in college preparatory, Governor's School, or Advanced Placement courses. The ideal student is capable of college but may not see themselves as so because of family background, economic status, or a lack of confidence. Through Explore@RC, we will provide an encouraging, supportive environment where these students can succeed on a college campus through innovative learning modalities and begin seeing college as a pathway for their future. While these students are the hopeful targets for enrollment in the program, we also recognize the importance of providing

this opportunity to all students who wish to enroll. We acknowledge that Explore@RC, in accordance with the college partnership lab school program, will be open to any student in the Commonwealth through the application and lottery process.

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

We aim to have students solve real-world problems through inquiry-based learning, connecting work-based learning and community problem-solving at every opportunity. Explore@RC students will be on campus 5-days a week. This low residency approach builds rapport and connection while increasing student experiences.

Utilizing The 5E Inquiry-Bases Instructional Model (Bybee and Landes 1990) we will approach our academic operations from a scientific viewpoint.



- **Engage:** In coursework, we will engage students with content that delivers real-world problems and aims to promote the activation of prior knowledge, provoking student engagement in the classroom.
 - Explore@RC students will be on campus 5-days a week. The on-campus experiences are meant to increase student rapport, satisfaction, and persistence.
- **Explore:** Students will be challenged with coursework that allows them to activate prior knowledge, generating ideas and creative solutions.

- At-risk students who are on campus have an opportunity to see themselves as college students. Explore@RC students will have access to all services, support, and events that Roanoke College students have. Allowing students an opportunity to experience college at no cost will help lower barriers while increasing access.
 - The capstone course will employ functions of explore, explain, elaborate, and evaluate.
- **Explain:** Students will demonstrate new knowledge applying it in simulated environments.
- **Elaborate:** Students apply knowledge in new situations, elaborating on prior knowledge.
 - During the capstone course, students will have direct access to apply knowledge in partnership with community businesses and organizations.
- **Evaluate:** Students will reflect on the learning process and knowledge acquired. Students will be assessed on program outcomes and learning objectives. Students will have the opportunity to provide feedback to strengthen courses.

III. ELEMENT 3 – Educational Program and Statutory Assessments

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

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

Explore@RC accepts students in grades 10-12 to pursue dual enrollment opportunities on the Roanoke College campus. Students will take two courses per semester (four courses per academic year). In grade 12, one of these courses will be a work-based capstone course aligned with the student’s Career Pathway (STEM/Healthcare, Education/Global Studies, or Communications/Civic Engagement). Roanoke College’s team of faculty and staff will work closely with all stakeholders to prepare students for Explore@RC via an orientation series in August and continue this support through weekly check-ins from peer mentors (trained students from the Roanoke College Education Department) and monthly cohort meetings. In addition, a dedicated academic Success Coach will be assigned to Explore@RC students, assisting with accessing individualized learning accommodations, including writing and language support, disabilities services, and general academic guidance. Success Coaches work in collaboration with K12 resources already provided to students, they will not replace requirements that school districts must adhere. Courses in Explore@RC will take a project- or problem-based approach to instruction, prioritizing interdisciplinary connections and real-world applications. An example of this approach is the Chemistry lab course designed as a crime scene investigation that asks students to observe and develop questions, methods, and procedures as they “solve” the crime using scientific chemical analyses. The academic program for Explore@RC will align with the

Virginia Standards of Learning, Standards of Quality, and all students will meet or exceed the minimum requirements for the Advanced Studies Diploma (http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml) or the Standard Diploma (<http://www.doe.virginia.gov/instruction/graduation/standard.shtml>).

In addition to meeting or exceeding state standards, Explore@RC will provide unique opportunities for high school students to interact with experts to collaboratively solve community needs through problem- and project-based education. An example of such collaboration is embedded in ENST 105 Environment and Society. Students will use place-based pedagogies in creating projects developed in consultation with a community partner (City Parks Department). Students study real that illustrate an understanding of environmental outcomes, then will meet with community partners, take a field trip to the specific project site and then use models to develop a case study of their own. Students will analyze data from a political economy, market, institutional, environmental footprint perspective with the goal of identifying and explaining points of potential conflict/tension among stakeholders. Finally, students will engage in a round table conversation with the parks partners, where they will share their analysis of the case. Career exploration will culminate in the work-based capstone course, which places students in local community businesses and organizations as interns, engages students with field trips to research and career sites, and brings experts into individual classes as additional resources. VDOE SCHED code and School course alignment:

Course	VA SCHED CODE
PHST 101 Introduction to Public Health	14989
ROA 416 Capstone Experiential Course (internship)	22997
THEA 101 Fundamentals of Theatre	05053
CLST 241 Mathematical Concepts	02989
INQ 250CH Chemistry and Crime (Lab)	03214
INQ 270 Gender in Early World Literature	01058
INQ 251 How to Build a Dinosaur	03052
EDUC 210 Principles of Education	04306
ENST 105 Environment and Society	04061
COMM 101 Introduction to Communication Studies	01155
BIOL 110 Exploring Biology	03989

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

Every Explore@RC course was chosen for its interdisciplinary conceptual design and attention to skill-building in real-world contexts. Students will engage with the course content within their selected Career Pathway, interacting with their traditional college student classmates, their professors, and the community stakeholders who are a part of many courses. Learning experiences will be scaffolded to make complex skill sets accessible to all students, including those skills identified as necessary by employers (World Economic Forum, 2020): critical thinking, analysis, problem-solving, ideation, synthesis, evaluation, communication, and cooperation.

Students will ultimately formulate an inquiry question that will drive the choice of their capstone course placement in the field where they will pursue their question under the guidance of their internship professor and their site supervisor. The chart below represents the initial courses in Explore@RC and their respective research-based instructional strategies. All courses in Explore@RC take an inquiry approach to learning, thus preparing students to form their own inquiry question at the capstone (senior year) level. Under the inquiry umbrella, there are many types of learning strategies. Those used in the first-year iteration are listed below with their definitions.

- **Problem-based learning (PBL)** is an instructional method in which students learn through facilitated problem solving. In PBL, student learning centers on a complex problem that does not have a single correct answer (Hmelo-Silver, 2004). In PBL, the core and learning objectives are linked to issues and can challenge students to develop higher levels of thinking, such as analysis, synthesis, and evaluation (Duch, Groh, & Allen, 2001).
 - Duch, Groh, & Allen. (2001). *The power of problem-based learning: A practical “how-to” for teaching undergraduate courses in any discipline*. Routledge.
 - Hmelo-Silver, C.E. (2004). Problem-based learning. What & how do students learn? *Educational Psychology Review*, 16(3), 235-266.
- **Metacognition (analysis)** is the ability to think about your thinking; be aware of yourself as a problem solver who controls your own cognitive processing and can assess your own learning.
 - Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence* (pp.231-236). Hillsdale, NJ: Erlbaum
 - McGuire, S., McGuire, S. Y., & Angelo, T. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Routledge.
- **Critical thinking** is a “self-directed, self-disciplined, self-monitored, and self-corrective” analysis of any subject (p. 9). It focuses on the importance of recognizing one’s own assumptions and suppositions at the beginning of the question.
 - hooks, b. (2010). *Teaching Critical Thinking: Practical Wisdom*. Routledge.
- **Interdisciplinary approach** is a study or research that draws information or research structure from two or more disciplines and ends in the integration of learning or product.

- Piaget, J. (1972). The epistemology of interdisciplinary relationships. *Interdisciplinarity: Problems of teaching and research in universities*: 127-139.
- Newell, W. H. & Green, W. J. (1982). Defining and teaching interdisciplinary studies. *Improving college and university teaching* 30(1): 23-30.
- **Intercultural learning** involves learning about diverse cultures by engaging with the culture in ways that highlight commonalities and differences.
 - Abdeljalil, Akkari & Radhouane, Myriam. (2022). *Intercultural Approaches to Education from Theory to Practice*. Swiss National Science Foundation.
- **Collaborative learning** involves students teaching each other through group discussion, checking for understanding, peer review, and clarification of complex concepts.
 - Brooks, J.G. & Brooks, M.G. (2001). *In search of understanding: The Case for Constructivist Classroom*. ASCD.

COURSE	STRATEGY AND RESEARCH BASE
BIOL 110 Exploring Biology	Problem-based learning
CLST 241 Mathematical Concepts	Manipulative problem-based learning
COMM 101 Introduction to Communication Studies	Interactive problem-based learning
EDUC 210 Principles of Education	Interdisciplinary approach; problem-based learning (case studies); collaborative learning
ENST 105 Environment and Society	Interdisciplinary approach; process-based writing
INQ 250CH Chemistry and Crime	Problem-based learning (real-world crime case studies)
INQ 251 How to Build a Dinosaur	Problem-based learning; interdisciplinary approach
INQ 270 Gender in Early World Literature	Interdisciplinary and Intercultural approaches
PHST 101 Introduction to Public Health	Problem-based learning (case studies)

ROA 416 Capstone (internship)	Experiential learning
THEA 101 Fundamentals of Theatre	Collaborative learning

3. A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students, including the planned processes for compliance with applicable laws and regulations.

Provide details related to curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Include research-based instructional strategies and/or educational theories to ensure disabled student engagement and achievement are occurring that align with the school’s mission. Please note that instructional services provided to K12 students with disabilities is governed and guided by existing K12 services and cannot be replaced by university disability resources.

Identification: The high school provides a comprehensive screening process to identify students with disabilities, English Language Learners, academically behind students, and gifted students. This may involve reviewing student files, using standardized assessments, teacher recommendations, and input from parents and guardians. When students apply to Explore@RC, the Admissions Office at Roanoke College and Explore@RC’s Executive Director will confer with the counseling office at the students’ primary school to identify which students fall into the above categories.

Evaluation: The student’s primary high school will conduct thorough evaluations to understand the specific needs of each group of students. This may involve utilizing individualized education plans (IEPs) for students with disabilities, language proficiency assessments for English Language Learners, and academic assessments for academically behind and gifted students. The primary high schools will maintain this evaluation process for each student.

Support Services: The primary K12 high school will provide tailored support services for each group of students with identified needs and in compliance with all state requirements. This may include specialized instruction for students with disabilities, English language development programs for English Language Learners, targeted interventions for academically behind students, and enrichment programs for gifted students. At Roanoke College, the Center for Learning and Teaching (CLT) can also provide an extra layer of support through academic coaching, tutoring, a writing center,

and Accessible Education Services (AES). Students needing accommodations for their Lab School courses will work with the Accessible Education Services (AES) office. While IEPs will be maintained by the primary high school, the Accessible Education office (at Roanoke College's Center for Learning and Teaching) will also provide additional services and support for any special student learning needs. The LEA will maintain primary responsibility for both IEPs and student disciplinary issues, with support as needed from Explore@RC. Explore@RC will meet all requirements of students with documented disabilities through college services per Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. AES utilizes the following form to determine accommodations that may be required in Roanoke College and Lab School classes: https://cltweb.roanoke.edu/accessible_education

By implementing a plan that addresses the unique needs of students with disabilities, English Language Learners, academically behind students, and gifted students, Explore@RC can create an inclusive and supportive learning environment for all high school students.

A dedicated learning space will be provided to all Explore@RC students while on campus for use while not in scheduled classes (8:15-11:45).

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

Roanoke College faculty members will lead content development, design, and creation. Guidelines for Explore@RC will be crafted in the first semester by Explore@RC faculty and staff, with consultation with Salem City Public Schools and Roanoke City Public Schools, Administration, and the Explore@RC Governing Board.

See Appendix B for faculty and staff credentials and experience. Explore@RC faculty have completed professional development sessions with K-12 pedagogy experts from the college's Education Department, as well as with dual enrollment faculty and administrators from Virginia Western Community College.

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

The course of study was planned in conjunction with Salem City Schools counselors and Administration. Explore@RC will not have any prerequisite barriers allowing all Virginia students an opportunity. Explore@RC will support the high school counselors to ensure that all VDOE requirements for graduation are met. Counselors at the high school level will review student applications and verify that students are in good academic standing and have the foundational courses necessary to enroll in

Explore@RC. Additionally, counselors will verify alignment for dual enrollment with the courses students need to graduate.

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

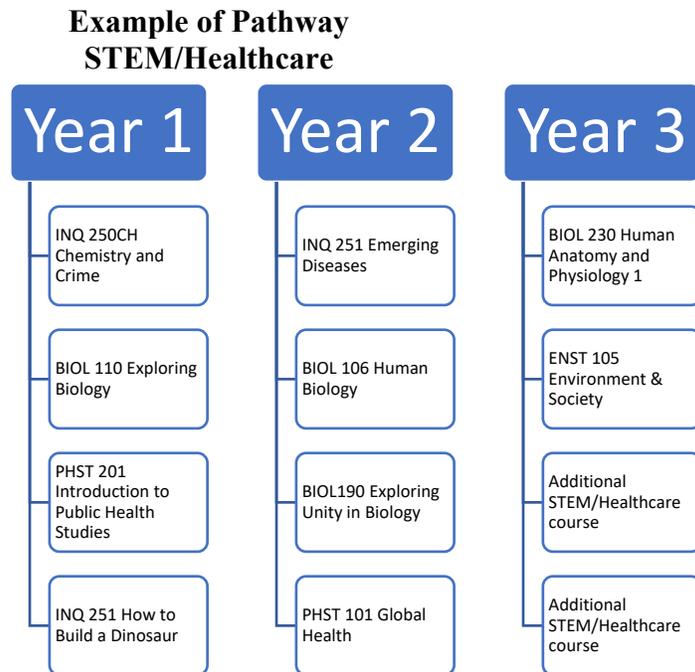
Explore@RC will feature three curricular pathways tied directly to careers and workforce needs in the region: **Education/Global Studies**, **STEM/Healthcare**, and **Communications/Civic Engagement**. Courses in each pathway are inquiry-based and provide **dual enrollment credit**. Students will participate in a college-readiness orientation series and a senior-year project-based capstone related to their curricular pathway.

Beginning courses:

- **Introduction to Public Health**
 - ✓ *Hands-on, community-based learning about the foundations of public health*
- **Fundamentals of Theater**
 - ✓ *Focuses on collaboration, communication, creativity, problem solving, time management, and flexibility*
- **Math Concepts**
 - ✓ *Education course focused on foundational mathematics from a teacher's perspective*
- **Chemistry and Crime**
 - ✓ *Chemistry from a Crime Scene Investigation perspective; additional 3-hour lab requirement*
- **Gender in Early World Literature**
 - ✓ *Explores how gender roles were articulated and reinforced in early societies through literature and art.*
- **How to Build a Dinosaur**
 - ✓ *Using the field of evolutionary developmental biology (evo-devo) engineering, how could we build a dinosaur?*
- **Philosophy of Education**
 - ✓ *Explores the historical, philosophical, political and social principles of American education*
- **Environment and Society**
 - ✓ *Develops a case study of a local project using political, economic, and environmental perspectives*
- **Introduction to Communication Studies**
 - ✓ *How communications, critical cultural studies, media studies, rhetoric, and public speaking affect our lives*
- **Exploring Biology: The Power of Plants**
 - ✓ *How plants have impacted evolution, including humans and other organisms that share the earth*
- **Capstone Practicum/Internship**
 - ✓ *Field-based, individualized community project with weekly campus cohort meetings*

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

The Student Success Coaches and the Executive Director of Explore@RC will track students. The following provides an example of the course structure through the lifecycle of the program.



Below is an advising template we will use to track students as the progress through the pathways:

Year	Courses	Completed
1	INQ 250CH Chemistry and Crime	
1	BIOL 110 Exploring Biology	
1	PHST 101 Introduction to Public Health Studies	
1	INQ 251 How to Build a Dinosaur	

Student:		
Pathway: STEM/Healthcare		
Date		

Example of Dual Enrollment Classes with SCHED codes and Pathways:

Calendar of Dual Enrollment Courses for Fall 2024 and Spring 2025

Faculty Member	Course	VA SCHED CODE	SCHED Code Name	Pathway
Kim Garza	PHST 101 Introduction to Public Health	14989	DE not defined by another SCHED code	STEM & Health
Jesse Griffin	Capstone Experiential course (research or internship)	22997	Independent Study	All Pathways
Audrey Hamilton	THEA 101 Fundamentals of Theatre	05053	Drama - Comprehensive	Communication/Engagement or Education Global
Karin Kaerwer	CLST 241 Elementary Math Methods (Elementary Ed major)	02989	DE not defined by another SCHED code	Education Global
Richard Keithley	INQ 250CH Chemistry and Crime (3-hour lab requirement)	03214	Forensic Laboratory Science	STEM & Health
Wendy Larson-Harris	INQ 270 Gender in Early World Literature (English)	01058	World Literature	Communication/Engagement or Education Global
Chris Lassiter	INQ 251 How to Build a Dinosaur (non-lab Biology course)	03052	Biology II - Advanced Survey of Biology Topics	STEM & Health
Jennifer McCloud	EDUC 210 Principles of Education	04306	Principles I	Education Global
Andreea Mihalache	ENST 105 Environment and Society	04061	World Area Studies	Communication/Engagement or STEM & Health
Carrie Murawski	COMM 101 Introduction to Communication	01155	Public Speaking	Communication/Engagement
DorothyBelle Poli	BIOL 110 Exploring Biology (lab included)	03989	DE not defined by another SCHED code	STEM & Health
Lisa Stoneman	Orientation-Intro course	NA	N/A	All Pathways

8. A description of planned procedures of how the college partnership laboratory school will provide assistance to students who are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan for corrective actions in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. (See [Part VIII of the SOA.](#))

Explore@RC will use a streamlined approach, following Roanoke College standards for student success. All Explore@RC students will have an academic first 3-week check-in, a midterm review, and a final performance review with Student Success Coaches and the Executive Director. In addition, student support check-ins will occur bi-weekly with the Explore@RC Executive Director and Student Success Coaches. These meetings will employ a simple student success framework to ensure each student is supported through the program's lifecycle.

Students with a grade lower than C at midterm will receive an individualized growth plan that details the benchmarks needed for the student to rise to at least C level.

Please note the graphic below for sequencing of academic check-ins.



9. Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (See § [22.1-253.13:2](#) of the *Code of Virginia.*)

The total enrollment for the dual enrollment program each semester is 40 students in the first year, with anticipated growth to 75 students in year two, 100 students in year three, to a program size of 125 students in year four and a maximum of 150 in year five. We anticipate 33% of each cohort will be sophomores, 33% juniors, and 33% seniors. We estimate approximately 25% of students will be seniors in the first year.

The following chart lists class size maximums for the first year. Classes at Roanoke College average approximately 18 students, with some class sizes as low as 10 or as high as 35, dependent on pedagogical and space needs. Students in Explore@RC will be integrated into these courses alongside regular Roanoke College students, so the maximum course sizes consider this mixed population of students.

Course	Maximum Size
BIOL 110 Exploring Biology	24
CLST 241 Mathematical Concepts	25
COMM 101 Introduction to Communication Studies	25
EDUC 210 Principles of Education	25
ENST 105 Environment and Society	28
INQ 250CH Chemistry and Crime	24
INQ 251 How to Build a Dinosaur	24
INQ 270 Gender in Early World Literature	25
PHST 101 Introduction to Public Health	25
ROA 416 Capstone Experiential course (internship)	20
THEA 101 Fundamentals of Theatre	28

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

Explore@RC Proposed Calendar for Academic Year One (2024-2025):

Date	Term	Event
July 16th	Fall	Orientation 1 for new Explore@RC Students – parents attend (Information Technology, enrollment, policies, team-building)
August 13th	Fall	Orientation 2 for new Explore@RC Students (college expectations, library orientation, syllabi review & book purchases, team-building)
August 20th	Fall	Orientation 3 for new Explore@RC Students (Meetings with instructors, Q&A with Explore@RC staff, tour of classrooms)
August 28th	Fall	Explore@RC Classes Begin
August 30th	Fall	Non-student day (Teacher workday) at Salem High; Explore@RC classes still meet; Explore@RC student cohort meets with Student Success coaches in afternoon
September 2nd	Fall	Labor Day holiday for Salem High; Lab classes still meet
September 27 th -29th	Fall	Family Weekend; Explore@RC parents and students invited to events
October 11th	Fall	Fall Break at Roanoke College Begins After Last Class
October 14 th -18th	Fall	Fall Break – no Explore@RC classes
October 21st		Classes Resume 8:30 a.m. from Fall Break; Non-student day at Salem High; Explore@RC classes still meet; Explore@RC student cohort meets with

		Student Success coaches in the afternoon
November 1st	Fall	Non-student day at Salem High; Explore@RC classes still meet
November 4th	Fall	Non-student day at Salem High; Explore@RC classes still meet; Explore@RC student cohort meets with Student Success coaches in the afternoon
November 26th	Fall	Thanksgiving Break Begins After Last Class
November 27 th -29 th	Fall	Thanksgiving Break for Explore@RC
December 2nd	Fall	Classes Resume 8:30 a.m.
December 6th	Fall	Last Day of Classes
December 9 th -13 th	Fall	Exams; Student Success coaches meet with Explore@RC Student cohort according to the student's exam schedule
January 13th	Spring	Classes Begin
January 17	Spring	Non-student day at Salem High; Explore@RC classes still meet; Explore@RC student cohort meets with Student Success coaches in the afternoon
January 20	Spring	Martin Luther King, Jr. Day. No classes at Roanoke College or Salem High
January 31	Spring	Non-student day at Salem High; Explore@RC classes still meet
February 10	Spring	Non-student day at Salem High; Explore@RC classes still meet; Explore@RC student cohort meets with Student Success coaches in the afternoon
February 28	Spring	Spring Break begins after last class

March 10	Spring	Classes at RC resume from Spring Break 8:30 a.m.
March 24-28	Spring	Salem High spring break; Explore@RC classes still meet; Explore@RC student cohort meets with Student Success Coaches in the afternoon
April 18th	Spring	Good Friday; Roanoke College closed; no classes
April 22nd	Spring	Last Day of Spring Classes - Friday Schedule
April 23rd	Spring	Reading Day; exam preparation; no classes, but Explore@RC Students on campus for meetings with professors/study groups
April 24 th -29th	Spring	Exams; Student Success coaches meet with Explore@RC Student cohort according to the student's exam schedule

Explore@RC Daily Schedule:

- All students take 2 courses through the Explore@RC each fall and spring semester.
- *Open study times are held in the Student Learning Commons in Fintel Library on the Roanoke College campus.
- **Meetings with professors, student success coaches, academic advisors, or class peers are scheduled during these times as needed. If not scheduled specifically, they are used as study times.

Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival to RC Campus	8:15am	8:15am	8:15am	8:15am	8:15am
Class, *open study or **meetings	8:30-9:30	8:30-10:00	8:30-9:30	8:30-10:00	8:30-9:30
Class, open study or meetings	9:40-10:40	10:10-11:40	9:40-10:40	10:10-11:40	9:40-10:40
Meetings or open study	10:50-11:40	11:45am	10:50-11:40	11:45am	10:50-11:40
Departure to home school	11:45am		11:45am		11:45am
<i>Students are free to return to campus in the late afternoons and evenings to use campus facilities</i>					

Sample schedule of a student with one class on MWF and one on TTH

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival to RC Campus	8:15am	8:15am	8:15am	8:15am	8:15am
Class 1	8:30-9:30		8:30-9:30		8:30-9:30
Open study time or meetings		8:30-10:00		8:30-10:00	
Class 2		10:10-11:40		10:10-11:40	
Open study time or meetings	9:40-11:40		9:40-11:40		9:40-11:40
Departure to home school	11:45am	11:45am	11:45am	11:45am	11:45am
<i>Students are free to return to campus in the late afternoons and evenings to use campus facilities</i>					

Sample schedule of a student with 2 classes on the MWF schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival to RC Campus	8:15am	8:15am	8:15am	8:15am	8:15am
Class1	8:30-9:30		8:30-9:30		8:30-9:30
Class 2	9:40-10:40		9:40-10:40		9:40-10:40
Meetings or open study	10:50-11:40	8:30-11:45		8:30-11:45	
Departure to home school	11:45am	11:45am	11:45am	11:45am	11:45am
<i>Students are free to return to campus in the late afternoons and evenings to use campus facilities</i>					

Sample schedule of a student with 2 classes on the TTH schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival to RC Campus	8:15am	8:15am	8:15am	8:15am	8:15am
Class 1		8:30-10:00		8:30-10:00	
Class 2		10:10-11:40		10:10-11:40	
Meetings or open study	8:30-11:40	11:45am	8:30-11:40	11:45am	8:30-11:40
Departure to home school	11:45am		11:45am		11:45am
<i>Students are free to return to campus in the late afternoons and evenings to use campus facilities</i>					

- For each grade or course in the college partnership laboratory school, provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the SOL.

Students will be at Explore@RC for half of the day (3.5 hours) and return to their home school for the last half of their school day (3.5 hours). This split provides students time to meet all requirements for graduation by VDOE. All graduation requirements and SOL administration will be maintained through the students' main public school, and lab school students will be held to the exact requirements as their peers in the college classroom. Thus, SOL scores and progress will be reported to the VA Department of Education by school districts.

Explore@RC will undergo both internal and external evaluations of coursework, curriculum, and planning. Internally, the Office of Institutional Effectiveness and Assessment and the Office of Institutional Research will assess course student learning outcomes as identified by the department under which they are offered on a 3-year basis. External review will also take place on an 8-year cycle through the Program Evaluation Process (PEP). This will ensure benchmarking and quality of standards that meet DOE, State Council of Higher Education for Virginia, and Southern Association of Colleges and Schools Commission on College (SACSCOC) policies.

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

All SOL testing will remain with the home school division following Virginia Department of Education guidelines. Explore@RC courses are part of the regular coursework at the college, including courses that lead to the completion of a major and/or minor, as well as general education courses that are required for graduation. All courses are meant to build or enhance student knowledge to support successful SOL outcomes in their regular high school courses.

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

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

N/A

- b. Description and duration of the programs;

N/A

- c. Anticipated outcomes;

N/A

- d. Number of students affected;

N/A

e. Evaluation procedures; and

N/A

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

N/A

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

Formative Assessments:

- Purpose: Formative assessments will be conducted throughout the learning process to monitor student understanding and provide feedback for instructional adjustments.
- Administration: Formative assessments will be integrated into daily lessons and activities across subjects.
- Reporting: Formative assessment data will be reported informally to teachers through observations, quizzes, exit tickets, and discussions.
- Analysis: The Executive Director, the Governing Board, school administrators, and the faculty will continuously analyze formative assessment data as part of their instructional planning process.

Summative Assessments:

- Purpose: Summative assessments will be conducted at the end of a unit, grading period, or school year to measure student learning outcomes.
- Administration: Summative assessments will be administered at the end of each unit and grading period.
- Reporting: Summative assessment data will be reported formally through student grade reports.
- Analysis: The Executive Director, the Governing Board, school administrators, and the faculty will analyze summative assessment data at the end of each grading period. We will follow all required protocols for data sharing as outlined by FERPA, VDOE, SACSCOC, and the Department of Education.

Data Reporting and Analysis:

- Reporting Periods: Formative assessment data will be reported informally continuously, while summative assessment data will be noted at the end of each grading period.
- Recipients: Formative assessment data will primarily be reported to individual teachers for instructional purposes. Summative assessment data will be reported to students, teachers, college leadership, and school administrators.
- Analysis Responsibility: Faculty and the Executive Director will primarily analyze formative assessment data continuously, while summative assessment

data will be analyzed collaboratively by faculty, college leadership, and school administrators at designated times.

- **Data Utilization:** Assessment data will be used to monitor student progress, identify areas of strength and areas needing improvement, inform instructional decisions, and adjust the curriculum as required. Faculty will use formative and summative assessment data to tailor instruction to meet students' diverse needs.

Monitoring and Instructional Adjustment:

- **Monitoring:** Assessment data will be monitored regularly to track student growth and overall performance.
- **Instructional Adjustment:** Data analysis will inform instructional adjustments such as differentiation strategies, intervention programs for struggling students, enrichment activities for advanced learners, and curriculum modifications to better align with student needs and standards.

Overall, the assessment plan aims to provide a balanced approach combining formative and summative assessments to effectively measure student learning, provide timely feedback, and inform instructional decisions at various levels within the school community.

15. Describe how program effectiveness will be measured. The description should include measures by which the program will be measured and the targets for improvement over time. Student performance data should be one of the measures, and student performance targets should be established for each of the first five years. The applicant must address how all measures will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board.

Student Performance Data

Year 1:

- **Objective:** Collect baseline data on student academic achievement through various assessments and tests.
 - Initial performance targets: 80% of students passing courses work with a “C” grade or better.
 - Initial success rate target: 50% of students will attend all classes during the first 3 weeks of class.
- **Outcomes:**
 - Identification of proficiency rates in pathways.
 - Success rates will be recorded during the initial 3 weeks of classes.
 - Students’ ability to complete coursework at the college level.
 - Students' ability to attend classes regularly.

Year 2:

- **Objective:** Improve upon baseline academic achievement metrics by 5%.

- Outcomes:
 - 5% increase in proficiency and success rates compared to Year 1.
 - 5% increase in attendance rates from year 1.

Year 3:

- Objective: Improve student performance by 5% from Year 2.
- Outcomes:
 - Cumulative 10% increase in proficiency and success rates since baseline.
 - Improve student attendance rate by 5% from year 2.

Year 4:

- Objective: Achieve a 5% improvement on Year 3 metrics.
- Outcomes:
 - Cumulative 15% increase in academic performance indicators since baseline.
 - Improve attendee rate by 5% from year 3.

Year 5:

- Objective: Aim for a 5% improvement on Year 4 achievements.
- Outcomes:
 - Cumulative 20% improvement in proficiency and early success rates over the baseline.
 - Improve attendance rate by 5% from year 4. Student attendance should be at 85% during the initial 3-weeks of class.

Faculty Effectiveness

Year 1:

Objective: Establish baseline data on faculty effectiveness through evaluations and student feedback. Faculty effectiveness scores will be based on student satisfaction surveys. The aim is to increase this score yearly by 5% for the first 5 years. Baseline data will be created by comparing effectiveness scores with two other lab schools, one in Virginia and one in another state, and benchmarking them against the first-year participant surveys.

Outcomes

- Benchmark baseline effectiveness with two other lab schools (one in Virginia and one in another state).
- Baseline effectiveness scores set.
- Initial improvement targets determined.

Year 2-5:

- Year 2 Objective: Achieve a 5% increase in faculty effectiveness scores.
- Year 3 Objective: Secure an additional 5% improvement.
- Year 4 Objective: Gain another 5% increase.
- Year 5 Objective: Reach a 25% increase from Year 1 .

Outcomes:

- Cumulative improvements in faculty effectiveness scores: 5% by Year 2, 10% by Year 3, 20% by Year 4, and 25% by Year 5 compared to baseline.
- Significant improvements in instructional practices, quantified by increased effectiveness scores and reduced negative feedback.
- Student Satisfaction Surveys

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

Governing Board:

- The Governing board, composed of community members, educational experts, school district leadership, workforce liaison, and Roanoke College leadership, will have ultimate oversight and responsibility of Explore@RC. They will ensure that the school adheres to its mission, vision, and strategic goals, including long-range planning and continuous improvement efforts.

School Leadership Team:

- The school's leadership team, consisting of the Executive Director, faculty, and administrative staff, will oversee the school's day-to-day operations. They will implement long-range plans, monitor progress, and lead continuous improvement initiatives.
- The team will be comprised of the Executive Director, Student Success Coaches, faculty members teaching Explore@RC classes, and Education student peer mentors, with the support of the Academic Affairs division/Dean and the Student Success division of Roanoke College.

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

The college and the Governing Board, which includes community members and parents, will govern Explore@RC. The Governing Board includes community members who represent each of the three Career Pathways and includes at least one parent representative. A student-parent-teacher working group will also be created in the first year to help advise the program.

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

18. A detailed description of any alternative accreditation plan, in accordance with the SOA (8VAC20-131-420), for which the college partnership laboratory school will request approval from the Board.

Explore@RC does not need to acquire any alternative accreditation for its operations.

19. A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

Roanoke College and Salem City Public Schools have a Memorandum of Understanding (Appendix C) that details the contractual relationship for Explore@RC. This will also become the foundation for drafting MOUs with Roanoke County and Roanoke City Schools for years 1 and 2.

Professional development opportunities will be offered to local teachers in the dual enrollment space, which will benefit local school districts.

Explore@RC will allow students in the Roanoke Valley increased options for college preparation and career readiness beyond what is currently offered in the region. This leads to increased opportunity and student choice, which is incredibly affordable and convenient for families of economically disadvantaged backgrounds (since Explore@RC is free and transportation is provided). The program will allow students to explore career outcomes and workplaces in the region, with the hope that these students eventually choose to stay, live, work, and contribute to the local economy and workforce in the region because of even stronger ties to the Roanoke Valley. Incentives for local students include the opportunity to spend significant time on a college campus, access to 4-year college-level resources (library, Center for Learning and Teaching, athletic facilities, technology, faculty members, college preparation programming), and invitations to performance, athletic, and speaker series for free.

20. If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

At this point in time, Explore@RC will be solely an in-person offering for students. As such, virtual learning is not a present consideration or need.

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

While Explore@RC students are on Roanoke College's campus, they will have windows of time each week to meet with their peer mentors, upperclassmen in the Roanoke College Education Department, who will either tutor them on subject materials or guide them through conversations about college. During the summer of 2024, the Executive Director and Explore@RC faculty will develop a semester-long plan for those weekly conversation topics with peer mentors—how to manage college homework load, how to communicate with professors, how to access resources on campus will be among those topics. The Executive Director and/or Explore@RC faculty will also facilitate workshops with Explore@RC students to discuss college readiness topics, such as study techniques for college exams,

networking, and resume building, and preparing for internships and real-world interactions with businesses and non-profit organizations. These opportunities will be accessible to the students and will be included in the Explore@RC budget as stipends for peer mentors (\$9.50/hour, 3 hours per week for 28 weeks a year, or \$800 per peer mentor). The peer mentor to lab school student ratio will be 1:5.

Lab School students will also be invited to Roanoke College athletic, fine art, and lecture events on campus, all free admission events open to students and parents.

Once per year, the Office of Civic Engagement will lead lab school students in a service project in the local community. The main cost for this opportunity will be transportation, which will be provided through the Roanoke College Explore@RC shuttle (added in start-up costs). The shuttle drivers will be held to the same standards as the school bus drivers. The hired shuttle drivers must possess or have the ability to acquire an appropriate commercial driver's license valid in the Commonwealth of Virginia. They will be required to pass a physical examination as prescribed by the Department of Education of the Commonwealth of Virginia. They must also maintain a satisfactory driving record from the Division of Motor Vehicles that meets state requirements and indicates positive driving points.

Finally, as part of Explore@RC capstone, seniors can build experiential learning and career-readiness skills through their selected Career Pathway. The Director of the Office of Civic Engagement and Explore@RC's Administrative Assistant will work together to place students in internships, job shadowing, or service-learning opportunities directly aligned with student interests. These placements will occur with local business partners or the 20 non-profit partners already in partnership with Roanoke College through the Civic Engagement Office. The Roanoke College Explore@RC shuttle will also be utilized if students need transportation support. Participating in Explore@RC will not hinder students' ability to participate in their home schools' extracurricular activities (sports, music, pep rallies, art, etc.), as students will leave Explore@RC by 11:45 each day to return to their primary high school. Explore@RC is meant to provide ample opportunities to support students in their existing school environment.

IV. ELEMENT 4 – Lab School Governance

The following components must be addressed:

1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (See §§22.1-289 through 22.1 -318.2 of the *Code of Virginia*.)

Governing Board:

The Governing Board of Explore@RC will be comprised of members of Roanoke College administration, local school district administration, Career Pathway Representatives (Education, STEM/Healthcare, and Communications/Civic Engagement), a Roanoke College faculty member, at least one parent, and at least one Lab School student. Names and titles of Governing Board members:

- Dr. Kathy J. Wolfe- Dean and Vice President for Academic Affairs at Roanoke College (ex-officio)
- Dr. Natasha B. Watts- Executive Director of Explore@RC (ex-officio)
- Dr. Curtis Hicks- Salem City Public Schools Superintendent
- Dr. Lisa Earp- Career Pathway Representative- retired Roanoke College Associate Professor of Education and school teacher for 14 years with Roanoke County Schools, former co-director of the Margaret Sue Copenhaver Institute for Teaching and Learning (Education/Global Engagement Pathway Representative)
- April Woodward- Career Pathway Representative- Vice President for Oncology, Lewis Gale Regional Health System (STEM/Healthcare Pathway Representative)
- Sally Southard- Career Pathway Representative- former pediatric nurse practitioner, alumna of Roanoke College, and active member of the Roanoke Valley community, including prior 18 years of service on the Salem City School Board (Communications/Civic Engagement Pathway Representative)
- Dr. Alice Kassens- John S. Shannon Professor of Economics, Director of the Center for Economic Freedom, Research Fellow with the Institute for Economic Equity, Federal Reserve Bank of St. Louis
- Kimble Reynolds, Jr.- Salem City School parent and attorney with Kimble Reynolds & Associates
- One Explore@RC Student- to be identified in Fall 2024

Executive Director:

Natasha Watts, Ed.D.- Dr. Natasha B. Watts, hailing from Blackey, Kentucky, currently serves as the Executive Director at Roanoke College Lab School. She holds a Doctorate in Educational Leadership and Technology from Morehead State University and a Master of Science in Education from Eastern Kentucky University. In her professional career, Dr. Watts has held several notable positions, including Dean of Online and Distance Learning at Lees-McRae College and various roles at Virginia Tech College of Engineering, where she significantly contributed to online learning and engineering education. Her tenure as an Assistant Professor at Hazard Community and Technical College and Lotts Creek Community School highlights her academic versatility and commitment to educational advancement. Additionally, Dr. Watts has actively contributed to the academic community through her presentations and publications, addressing critical issues in online learning, engineering education, and pedagogical strategies to improve educational access.

Dr. Watts's accolades include appointments as an Endowment Trustee at Appalshop Incorporated, a Grant Reviewer for the U.S. Department of Education's Minority Science and Engineering Improvement Program, and an Asia Society Fellow. Her research contributions are notable as a co-investigator on several prestigious projects funded by the National Science Foundation and the Commonwealth Cyber Initiative. As a Primary Investigator for 4VA's Photo Elicitation Project and a member of the

Innovative Educator Academy, her contributions to educational technology are substantial. Before her academic career, Dr. Watts worked in documentary film, media development, and media training at Appalshop Incorporated. The work she created at Appalshop aired at the Museum of Modern Art, Sundance, and NPR's Morning Edition.

Dr. Watts has actively participated in academic discourse, delivering presentations at various conferences and colloquia. Her topics, ranging from online global engineering education to the ethical implications of photography, demonstrate her focus on integrating technology with ethical and culturally responsive pedagogies. Dr. Watts's work advances educational technology and enriches the broader conversation on innovative teaching methodologies and the intersection of technology with education.

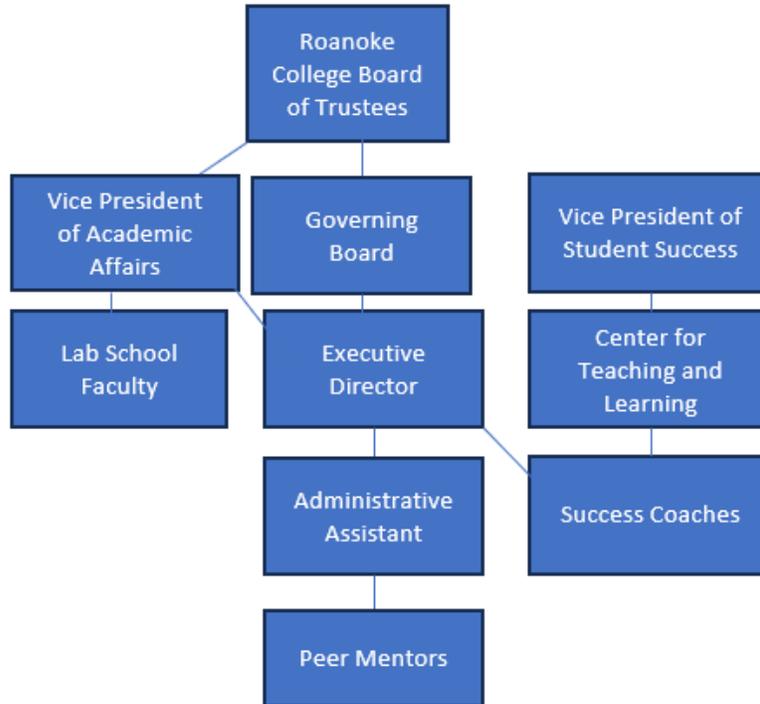
Other staff:

Administrative Assistant: will be hired in the summer 2024.

Student Success Coaches: The first coach will be hired in summer 2024, and additional coaches will be added in years 2 and 3 of the school's operations.

Staff recruitment and onboarding will follow Roanoke College's protocol. Additionally, all administration staff for Explore@RC will do up to 10 hours of additional professional development to adhere to K-12 rules, regulations, and protocols.

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



Primary responsibility for Explore@RC will reside with the Governing Board, to whom the Executive Director will report for accountability and financial direction. Within the College, the Executive Director’s immediate supervisor on staff will be the Dean of the College. The Dean also oversees all faculty members.

The Executive Director will oversee an Administrative Assistant and the student Peer Mentors. Joint responsibility will be given to the Executive Director and the Center for Learning and Teaching (within the Student Success division) for the Student Success Coaches.

Over the planning grant year, an Advisory Board was utilized to help conceptualize lab school pathways, approve proposed classes, and discuss marketing and recruiting. Most of those members transitioned onto the Governing Board at the end of the planning year. Upon the launch of the lab school in Fall 2024, the Executive Director and Governing Board will also create a parent-teacher-student working group to consider additional stakeholder needs and input. The initial appointment of the Governing Board members has been approved through the planning grant. The finalized appointment will be approved by the Roanoke College Board of Trustees in April of 2024.

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

Governing Board Responsibilities:

- Collaborate with fellow board members to provide strategic direction for Explore@RC.
- The Governing Board will create, manage, and approve all operations for Explore@RC.
- The Lab School Board will report to the Roanoke College Board of Trustees.
- Contribute insights and guidance to enhance educational programs and initiatives.
- Support or encourage fundraising efforts to ensure Explore@RC's continued success and development.
- Attend periodic board meetings (approximately three times per year) and actively participate in discussions.
- Co-supervise Explore@RC's Executive Director with the Dean of the College

The Governing Board will convene for the first time in Spring 2024, and at that time will work as a group to develop and approve bylaws for the Governing Board.

4. A description of the governing board's relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents/guardians, and community organizations.

The Governing Board for Explore@RC will include an administrator and faculty member from Roanoke College, the Explore@RC Executive Director (ex-officio), the Superintendent of Salem City Public Schools, community members to represent the three Career Pathways, a parent from Salem City Schools, and an Explore@RC student.

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

The Governing Board for Explore@RC will create by-laws in the spring of 2024, prior to the opening of the lab school. These by-laws will be reviewed annually to affirm compliance.

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

A parent-teacher-student working group will be created in the first year of Explore@RC as part of the governing board. Additionally, the Governing Board is

comprised of community stakeholders, including a parent representative, and individuals from each of the three Career Pathways

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

See [*Best Practices for Administration of Lottery*](#) from the CPLS Standing Committee for more information.

Student recruitment began in October 2023 through meetings with Explore@RC's project team, and Salem High School assistant principal and lead counselor. During these meetings, the team determined the SCHED codes of planned dual enrollment courses and developed a plan for how courses would be mapped out and promoted. More direct recruitment of students continued in December 2023 with high school freshmen classroom visits and in January 2024 through a Career Fair presentation and a parent interest session. Thirty classroom visits to sophomore and junior English classes are planned for February 2nd. Lab School applications are open to any child in the Commonwealth.

Explore@RC's application was co-constructed by Roanoke College Admissions, Education Team, and Salem City Schools. The application was distributed to Salem High School to be shared with students during registration meetings at the end of January.

While recruitment will be geared toward students interested in the proposed lab school program, Explore@RC is open to all students in the Commonwealth.

If applications far exceed the seats available (more than 40 for year one), a lottery process will be administered between February 15 and March 1 by the high school counselors and the Executive Director. The process will be open to all students in the Commonwealth who have applied for application to the program.

By March 1, Salem High School and the Executive Director will send accepted student applications to the Roanoke College Admissions Office for processing.

April 1 is the target notification date to all students and parents about the lottery and admissions decisions.

We are currently (March 2024) discussing with the central administration at Roanoke City Schools to plan, outline, and create an MOU.

Please see Appendix E- Application.

Students meeting enrollment criteria and aspiring to follow one of the Career Pathways outlined are welcome at Explore@RC. Explore@RC maintains an inclusive stance, with no specific policy prohibiting the enrollment of siblings or children of faculty, staff, or founders. Eligibility is extended to students who meet dual enrollment requirements and are currently enrolled in a public school division in the Commonwealth.

V. ELEMENT 5 – Laboratory School Management Structure

The following components must be addressed:

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

Explore@RC recently hired an Executive Director to manage and oversee school operations on Roanoke College’s campus. Dr. Natasha B. Watts holds a Doctor of Education in Leadership-Technology from Morehead State University and a Master of Science in Education in Career and Technical Education: Occupational Training and Development from Eastern Kentucky University. Dr. Watts has served in higher education, K-12, and nonprofit organizations across the Southeast and Appalachian US.

Position	Qualification
Executive Director	Master’s Degree; K-12 Administration Experience
Administrative Assistant	Bachelor’s Degree
Student Success Coach	Bachelor’s Degree
Explore@RC Faculty	Master’s Degree; Current full-time faculty role at Roanoke College
Peer mentors	Current college students (junior or senior) in the RC Education Department

For year one of Explore@RC, here are the profiles of three of the twelve proposed faculty (all faculty credentials appear in Appendix B):

Jennifer McCloud (“Principles of Education”) is an associate professor of education at Roanoke College. She teaches and conducts research through a critical lens. She interrogates questions about power, ethics, and equity in school and research settings. She has always been intrigued by questions that begin with “Why?” and “How?” Dr. McCloud is co-Director of the Bridges program at Roanoke College, which aims to recruit aspiring teachers of color to the College, where they can earn degrees in education and then secure jobs in a local school division.

Chris Lassiter (“How to Build a Dinosaur”) is a Biology professor with a PhD in Genetics and Genomics from Duke University. He is a member of ACUBE, the Associate of College & University Biology Educators, and is a stellar example on Roanoke’s campus of engaging undergraduate students as research assistants in his lab. Dr. Lassiter was also a first-generation college student himself and is looking forward to looking with a population of students who may be the first in their family to advance their educational options.

Andreea Mihalache-O’Keef (“Environment and Society”), a Public Affairs professor, sees Explore@RC as a unique opportunity to encourage young students to think about the connections between local dynamics and the global context. The course she’s leading for Explore@RC is strongly place-based and will engage students in service and community learning projects. Dr. Mihalache-O’Keef received her PhD from Pennsylvania State University in International Relations, with a focus on comparative politics and political methodology.

Dean of the College Responsibilities:

- Supervise the Executive Director of Explore@RC.
- Work with Executive Director to oversee internal College relations, faculty development, and decision-making that best serves Roanoke College as the sponsoring college.
- Serve on the Governing Board as an ex-officio member.

Executive Director:

This position provides strategic vision and leadership to ensure that Explore@RC becomes a leader in preparing Roanoke Valley students for advanced education opportunities. The Director will oversee all aspects of Explore@RC, including leadership for faculty, staff, and students consistent with Explore@RC’s by-laws, goals, policies, and procedures.

Key Responsibilities:

- Leadership
 - o Facilitates and supports the implementation of Explore@RC’s mission, vision, and strategic goals and objectives.

- Recruits qualified high school students. ○ Provides instructional leadership for Explore@RC.
- Develops policies, guidelines, and standard operating procedures to align with Roanoke College policies and procedures, as well as those of the partnering institutions and the Virginia Department of Education.
- Works collaboratively with Roanoke College to integrate faculty, staff, students, and physical resources effectively as appropriate.
- Convenes the Governing Board to ensure effective operations and continued growth and success of Explore@RC.
- Leads the development and submission of the Virginia Department of Education grant reports for the continued support and implementation of Explore@RC.
- Instructional Management
 - Oversees the coordination of courses that provide for rigorous career preparation while also meeting the requirements for a high school diploma and aligning dual enrollment credits.
 - Works collaboratively with college personnel and school district counselors to develop the master schedule of courses.
 - Responds to and resolves complaints and grievances of students, faculty, staff, and parents.
 - Develops professional development programs and organizational improvement initiatives for Explore@RC.
 - Provides a climate conducive to effective communication with Explore@RC and across partnering institutions.
 - Implements, enforces, communicates, and maintains a code of acceptable student behavior.
 - Coordinates with regional instructional leaders including superintendents, directors of instruction, school counselors, and principals to ensure that Explore@RC courses meet the needs of students, schools, and districts.
- General Administration
 - Prepares federal, state, local and Roanoke College reports as required. ○ Promotes a healthy and safe work environment.
 - Meets with and communicates effectively with all stakeholder groups.
 - Develops and monitors job descriptions and other related documents.
 - Oversees the recruitment, placement, and evaluation of all Lab School staff members.
 - Organizes and conducts a program of instructional supervision that coordinates with Roanoke College departments and/or divisions.
 - Participates in required training and develops a personal professional development plan.
- Fiscal Management
 - Develops the annual Lab School budget with input from faculty, the Governing Board, and Roanoke College administration.
 - Provides administrative oversight of the budget in accordance with Roanoke College.

- Oversees the purchasing of instructional materials/equipment and analyzes the usage of such materials.
- Pursues external funding to support the mission and vision of Explore@RC further.

Administrative Assistant Responsibilities:

- Provide administrative support to the Executive Director of Explore@RC, focusing on scheduling meetings with students, parents, school administrators, and internal Roanoke College stakeholders.
- Assist with budget management and reporting requirements.
- Work with the Capstone course instructor to place seniors in internships, service learning, or job shadowing experiences in the local community.

Student Success Coaches: Each Student Success Coach will act as a comprehensive advisor and guide, offering services from academic skill enhancement and early career exploration to emotional support, ensuring a seamless and successful college experience for every student.

Key Responsibilities:

- Caseload Management: Maintain a dedicated caseload of students, providing consistent, personalized support throughout their early college journey.
- Academic Advising and Skill Building: Assist students in developing effective study habits, time management skills, and other academic strategies vital for college success.
- Emotional and Social Support: Provide guidance and support to students navigating the emotional and social aspects of college life, including stress management and building a healthy college lifestyle.
- Executive Functioning Coaching: Help students enhance their organizational skills, planning abilities, and overall executive functioning to thrive in a college environment. Career Exploration Guidance: Engage in early career exploration conversations with students, assisting them in understanding their interests, skills, and potential career paths. Specialized Student Population Support: Support specific student populations. For example, student-athletes, students with disabilities, or first-generation students, addressing their unique needs and challenges.
- Resource Referral: Identify when students require specialized services and confidently make referrals to appropriate campus resources.
- Personalized Advising: Create and maintain individualized student support plans, ensuring their unique needs and goals are addressed.
- Monitoring Student Progress: Regularly track and evaluate student progress, providing ongoing feedback and adjustments to support plans as necessary.
- Community Building: Foster a supportive and inclusive campus community, encouraging student engagement and connection.
- Collaboration: Work closely with faculty and other campus staff to ensure a cohesive support network for students.

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

All Explore@RC faculty hold a masters or higher in their content area. As Explore@RC prepares to hire additional staffing for Explore@RC in the spring of 2024, preference will be given to those who have experience or aptitude towards interdisciplinary approaches, working with a wide-range of student abilities, and those are willing to work collaboratively.

Roanoke College will work closely with participating school systems to post, recruit, and hire Explore@RC staff. All staff will be considered employees of Roanoke College and hired following Roanoke College policies, but the College will consult with local K-12 divisions for recommendations and references. The Executive Director of Explore@RC will oversee the hiring and onboarding of additional leadership positions and staff.

For the professional development of Lab School leadership and staff, the College will perform a needs assessment to identify areas of opportunity, challenge, and growth in the spring of 2024 before the fall 2024 launch of Explore@RC. From there, the Executive Director will develop regular training and workshops for Lab School faculty, mainly focused on managing learning outcomes for combined education (dual enrollment), project-based, and inquiry-based learning. Lab School leadership and staff will meet quarterly for cohort team meetings, peer observations, and collaborative lesson planning sessions. Explore@RC also plans to utilize its year-one faculty members to assist with faculty recruitment and development in subsequent years.

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

All Explore@RC employees will be considered employees of Roanoke College, and will be granted the same benefits given to all Roanoke College faculty and staff. Explore@RC employees will be notified annually if any updates have been made to Roanoke College's policies. These policies include access to accommodations and equal employment opportunities, terms of service and varying definitions of employment types, employment policies for family members, performance appraisal information, and access to personnel records and files. These employment policies are outlined in the Human Resources staff handbook (linked below), which is openly accessible on Roanoke College's website and can be requested at any time through the Human Resources Office.

Explore@RC's employment policies are based upon Roanoke College's standard employment policies and will be overseen by Human Resources. All employees must complete an evaluation at the end of an adjustment period (90 days) and annually after that. Adequate supervision involves regular observation, conversation, encouragement, instruction, and constructive suggestions to employees. This continuous supervision and feedback allow the employee to improve, both for achieving employees and those not meeting standards. Annual performance evaluations are completed as self-evaluations and supervisor-led evaluations through the Performance Pro Appraisal System, ultimately overseen by the Human Resources office.

Explore@RC teachers/faculty will undergo teaching evaluations with the Academic Dean. These evaluations are based on reaching goals set by the faculty member and their department chair at the beginning of the year. At the time of evaluation, the faculty member must provide evidence of meeting those goals and will also establish goals for the coming year.

Please see the [Human Resource staff handbook](#) for additional information.

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

In accordance with the Code of Virginia, Roanoke College assures the Board that its lab school instructors hold Master's or Doctorate degrees in their areas of teaching expertise (See Appendix B for full teaching credentials). All Lab School employees will be subject and amenable to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4.

5. Describe the plan to meet the conditions in § [22.1-349.9](#) of the *Code of Virginia*, which states that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) that are applicable to teachers employed by a local school board.”

In accordance with § [22.1-349.9](#) of the *Code of Virginia*, all lab school faculty hold a masters or higher in their content area. As Explore@RC prepares to hire additional staffing for Explore@RC in the spring of 2024, preference will be given to those who have experience or aptitude towards interdisciplinary approaches, working with a wide-range of student abilities, and those are willing to work collaboratively. Explore@RC acknowledges that its teachers will be subject to the requirements listed above.

All Explore@RC faculty will, in addition to the advanced degrees and skills indicated above, be licensed by the Virginia Department of Education with a K12 teaching license before the beginning of Explore@RC operations. The protocol will follow the requirements outlined in subdivisions D 1 and D 3 of § 22.1-298.1 of the Code of Virginia.

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

Explore@RC's employment policies are based upon Roanoke College's standard employment policies and will be overseen by Human Resources. All employees must complete an evaluation at the end of an adjustment period (90 days), and annually after that. Adequate supervision involves regular observation, conversation, encouragement, instruction, and constructive suggestions to employees. This continuous supervision and feedback allow the employee to improve, both for achieving employees and those not meeting standards. Annual performance evaluations are completed as self-evaluations and supervisor-led evaluations through the Performance Pro Appraisal System, ultimately overseen by the Human Resources office.

Please see the [Human Resource staff handbook](#) for additional information.

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

Explore@RC's employment policies are based upon Roanoke College's standard employment policies and will be overseen by Human Resources. All employees (Executive Director, Administrative Assistant, Student Success Coaches) must complete an evaluation at the end of an adjustment period (90 days), and annually thereafter. These evaluations are completed through the Performance Pro Appraisal System.

Explore@RC teachers/faculty will undergo teaching evaluations with the Academic Dean. These evaluations are based on reaching goals set by the faculty member and their department chair at the beginning of the year. At the time of evaluation, the faculty member must provide evidence of meeting those goals and will also establish goals for the coming year.

Please see the [Faculty Handbook linked](#) here for additional information.

8. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Board licenses and endorsements. (See § [22.1-349.9](#) of the *Code of Virginia*.)

In accordance with § [22.1-349.9](#) of the *Code of Virginia*, all Explore@RC faculty hold a masters or higher in their content area. As Explore@RC prepares to hire additional staffing for Explore@RC in the spring of 2024, preference will be given to those who have experience or aptitude towards interdisciplinary approaches, working with a wide-range of student abilities, and those are willing to work collaboratively. In accordance with § [22.1-349.9](#) of the *Code of Virginia*, all lab school faculty hold a masters or higher in their content area. As Explore@RC prepares to hire additional staffing for Explore@RC in the spring of 2024, preference will be given to those who have experience or aptitude towards interdisciplinary approaches, working with a wide-range of student abilities, and those are willing to work collaboratively. Explore@RC acknowledges that its teachers will be subject to the requirements listed above.

All Explore@RC faculty will, in addition to the advanced degrees and skills indicated above, be licensed by the Virginia Department of Education with a K12 teaching license for CTE/Dual Enrollment before the beginning of Explore@RC operations. The protocol will follow the requirements outlined in subdivisions D 1 and D 3 of § 22.1-298.1 of the Code of Virginia.

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

Explore@RC will provide joint professional development offerings with lab school faculty and dual enrollment teachers from the high schools in the Roanoke Valley. These will take place at minimum once per semester, and will focus on curriculum development, connecting curriculum to career readiness standards, and the use of data and analytics in planning and curricular revision. Furthermore, faculty members involved in dual enrollment will engage in discipline-specific professional development provided by the college annually. This ongoing collegial instruction aims to continually improve instructors' pedagogy and deepen their knowledge within the discipline.

Additionally, Explore@RC will offer a special session for lab school students from other locations within driving distance of Roanoke. This special session will be a community-building effort to help strengthen the ties of students in Virginia. Design Thinking professionals will lead the sessions and focus on creative engagement and developing more economically sound futures for Southwestern Virginia.

10. An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary

services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (See § [22.1-349.3 C](#) of the *Code of Virginia*.)

Local school divisions will maintain responsibility for student's food services, school health services, and counseling. Students will be on Roanoke College's campus from 8:15-11:45 a.m. each day so that they can return to their high schools for lunch and after-school activities. Salem High School will provide transportation for those students participating in the program. Roanoke College will transport participants from Roanoke City High Schools. Any individual student outside commuting distance must provide their own transport. Roanoke College will provide transportation on days when the school systems are closed, and transportation is unavailable. The College does not have any consistent or reliable transportation that could be used at this time as a supplement to the school division buses and is thus requesting a shuttle to be designated for Explore@RC as part of its start-up budget costs and in years 2/3 (second shuttle). These 15-passenger vans can also be used as a shuttle for students who need additional transportation support for service-learning and work opportunities related to the capstone course. The van drivers will be hired following the same procedure as the public schools in the Commonwealth. All hired drivers must possess or have the ability to acquire an appropriate commercial driver's license, which is valid in the Commonwealth of Virginia. They must pass a physical examination as prescribed by the Department of Education of the Commonwealth of Virginia and maintain a satisfactory driving record from the Division of Motor Vehicles that meets state requirements and indicates positive driving points.

Should the need arise for a student to obtain a meal at Roanoke College, several dining options are available (Sutton Commons- student cafeteria, Rooney's Brews coffee shop, Freshens sandwiches and salads, Cavern to go meals). A campus dining card will be loaded for each student at the beginning of each school year with funds to cover approximately 20 meals or multiple visits to the coffee shop. (This is part of the proposed budget). These preloaded cards can cover breakfast or lunch. Usage of these card will be at the student's discretion.

If a student becomes ill during their morning participation at Explore@RC, the school nurse at the base high school will be contacted, and the student will see the nurse upon returning to the base high school. The Student Health Center at Roanoke College may provide immediate first aid and triage if students and their parents complete a health release form (noted below). If a student becomes severely ill or injured, in that it's apparent that immediate medical attention is required, the Office of Campus Safety will be notified, and an ambulance will be called to Roanoke College. Parents and the school administration will be notified immediately by school leadership.

Please see Appendix C- MOU for the Memorandum of Understanding with Salem City Public Schools.

Please see Appendix C- Health for the permission to treat a minor health form, provided by Roanoke College's Health Center.

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

Upon awarding the Planning Grant for Explore@RC (formerly The Lab School at Roanoke College), a team of individuals was assembled to serve as a temporary Advisory Board for lab school application development and school visioning. This Advisory Board comprised school administrators, a school counselor, parents, and community members representing each of the Career Pathways. Moving forward, a parent representative will also serve on the Governing Board.

Within Roanoke College, the Education Department, members of Enrollment Management, the Office of Multicultural Affairs, Information Technology, the Registrar, Assessment, Business Office, Student Affairs, Library Services, the Center for Learning and Teaching, and Academic Affairs were involved in various internal stakeholder meetings. Their feedback has been integral to the development and vision of the program.

The Explore@RC team at Roanoke College also hosted informational sessions with teachers, parents, and students throughout the fall and winter of 2023. The lab school concept was presented to the Salem City Schools School Board and questions/comments were integrated into further planning. Please see Appendix D- Presentation for the School Board slides.

Once all students for an upcoming cohort have applied and been accepted to Explore@RC, they will attend an orientation series, which is also open to their parents. Explore@RC’s Executive Director will serve as a liaison between parents and the College, and will provide ongoing parent information sessions each semester/year (depending upon rollout of classes and updates).

12. Provide drafts of a *Student Code of Conduct*, student handbooks, and other governing policies that addresses student behavior, discipline, and participation in school activities. Include policies and procedures governing suspension and expulsion of students. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students. Also describe how a parent could appeal the decision of a school administrator through a grievance process. Provide any drafts as Appendix – Student Handbook.

Students enrolled in Explore@RC will have two layers of accountability—both through their home high school policies and codes of conduct, and also through the Roanoke College Student Code of Conduct (please see Appendix F- Code of Conduct).

Disciplinary issues will be liased through the Executive Director, between the College and LEA.

While IEPs will be maintained by the primary high school, the Accessible Education office (at Roanoke College’s Center for Learning and Teaching) will also provide additional services and support for any special student learning needs. The LEA will maintain primary responsibility for both IEPs and student disciplinary issues, with support as needed from Explore@RC. Roanoke College will adhere to all requirements of students with documented disabilities through college services per Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

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

Lab School Start-up Plan:

Target Date:	Task:	Lead person/org:
August 2023	Recruit RC Faculty for program	RC Education Team
September 2023	Begin faculty development and curriculum planning for faculty	RC Education Team/Faculty
December 2023	Develop application process	RC (Stoneman, Admissions)/SHS Counselors
December 2023	Begin recruitment of students for August 2024 cohort	RC Education Team
December 2023	Post Executive Director Job	RC (Stoneman)
December 2023	Meet with SHS counselors and teachers	RC Education Team
January 2024	Create MOU with Roanoke College and Salem City Schools	RC Project Team (Stoneman/Johnson)/Information Technology
January 2024	Meet with SHS parents and students	RC Education Team
January 2024	Meet with Information Technology to discuss data needs/impacts/workflows for Lab School	RC Project Team (Stoneman/Johnson)
January 2024	Adopt amended name for Lab School: Explore@RC	RC Project Team, Executive Director, SHS Administrators
February 2024	Submit Lab School application	RC Project Team (Stoneman/Johnson)
February 2024	Send final list of courses to Academic Operations at RC for inclusion in course catalogue	RC (Stoneman)

February 2024	Lead students through application process at SHS	SHS (Counselors)
February 2024	Onboard Executive Director	RC Project Team (Stoneman/Johnson)
March 2024	Begin student selection and parent notification process	SHS (Counselors)/RC (Admissions)
March 2024	Meet with Data Group/Information Technology to continue working through student confidentiality, FERPA, and off-boarding students after program	RC Project Team/Information Technology
April 2024	Host accepted student celebration at Roanoke College	Executive Director, RC Education Team
April 2024	Post Administrative Assistant and Student Success Coach positions	Executive Director
May 2024	Convene Governing Board, vote on bylaws	Executive Director
July 16, 2024	Host Orientation 1 for Explore@RC students and parents	Executive Director, RC Information Technology, RC Admissions
August 13, 2024	Host Orientation 2 for Explore@RC students	Executive Director, Director of RC Library, Explore@RC Faculty
August 20	Host Orientation 3 for Explore@RC students	Executive Director, Explore@RC and Staff
August 28	First day of Explore@RC classes	Explore@RC Faculty

RC Education Team- Dr. Lisa Stoneman, Dr. Jennifer Sink McCloud, Professor Karin Kaerwer

RC Project Team- Dr. Lisa Stoneman (Roanoke College Education Department Chair) and Heather Johnson (Director of Grants)

Salem High School (SHS) Counselors- led by Michele Arbogast (School Counseling Coordinator)

RC Admissions- led by Melissa Lacombe (Director of Admissions and Financial Aid Operations)

Executive Director- Natasha Watts, Ed.D.

RC Information Technology- led by Terri Fox (Chief Information Officer)

14. A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

Roanoke College and Salem City Public Schools have a Memorandum of Understanding (Appendix C) that details the contractual relationship for Explore@RC. This will also become the foundation for MOUs to be drafted with Roanoke County and Roanoke City Schools for years 2 and 3.

In addition, professional development opportunities to be offered to local teachers in the dual enrollment space will be an added benefit for local school districts.

Explore@RC will allow students in the Roanoke Valley increased options for college preparation and career readiness beyond what is currently offered in the region. This leads to increased opportunity and student choice, especially affordably and conveniently for families of economically disadvantaged backgrounds (since Explore@RC is free and transportation is provided). The program will allow students to explore career outcomes and workplaces in the region, with the hope that these students eventually choose to stay, live, work, and contribute to the local economy and workforce in the area because of even stronger ties to the Roanoke Valley. Incentives for local students include the opportunity to spend significant time on a college campus, access to 4-year college-level resources (library, Center for Learning and Teaching, athletic facilities, technology, faculty members, college preparation programming), and invitations to performance, athletic, and speaker series for free.

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

Buildings, fire codes, and ADA compliance:

Roanoke College complies with local and Virginia state regulations related to building codes, works with the Fire Marshall for compliance with fire codes and recommendations, and also complies with the federal Americans with Disabilities Act.

Because 10% of Roanoke College's campus buildings are designated as historical sites, some of the buildings are not ADA-compliant. However, when notified that a student with disabilities needs accommodations/access, the Registrar's office works to schedule the student's classes in ADA-compliant buildings.

Emergency evacuation plans:

The Office of Campus Safety at Roanoke College has an 86-page manual outlining its crisis/emergency management plan. Within that plan, it outlines various evacuation plans and procedures, dependent upon the causation (ie: fire, active shooter, hazardous material emergencies, etc.). In each of the outlined plans, the Office of Campus Safety (in consultation with the Salem Police Department, as necessary) facilitates all communications and evacuations.

Financial arrangements for facilities (including leases/debts): N/A

VI. ELEMENT 6 – Financial and Operations Information

The following components must be addressed:

1. A description of the college partnership laboratory school's financial plan and policies, including financial controls and audit requirements for the school in accordance with generally accepted accounting principles

Roanoke College maintains financial processes in accordance with the laws of the Commonwealth of Virginia. Roanoke College utilizes a fund accounting system typical of higher education institutions, in accordance with generally accepted accounting principles. The financial plan and projections for Explore@RC have been developed by Roanoke College's Associate Vice President of Finance and Budget and approved by the Vice President of Business Affairs.

In addition, Roanoke College performs an annual external audit, conducted by Brown Edwards and Associates. The College receives a clean audit opinion each year.

All financial policies, controls, and audit requirements of Explore@RC will be overseen by Roanoke College's Business Office, in accordance with the College's existing policies and procedures.

2. Revenue projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential revenue:
 - Start-up grants

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

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

Start-up grants: Roanoke College is requesting \$1,000,000 in start-up costs from VDOE for the initial start of Explore@RC.

Operational Grants from the College Partnership Laboratory Schools Fund:

- Year One: \$280,000
- Year Two: \$525,000
- Year Three: \$700,000
- Year Four: \$875,000

Other Funds:

- **Local cost share:** In year 5, the local school districts will cost share at \$43 per credit hour. With each Roanoke College course as 4 credit hours (\$172 per course) and 4 classes taken per semester, 150 students would equate to \$103,200 in cost sharing.
- **Grants- Private Foundations:** Anticipated grant revenue (with a concerted effort in years 1-3 to apply for funds from family foundations, corporate foundations, and corporate partnerships):
 - Year Four: \$200,000
 - Year Five: \$200,000
- **Grants- Federal: (applying for NSF-STEM and DOE grants)**
 - Year Five: \$500,000
- **Private Funds:** (Working with Education alumni, STEM alumni, and Communications/Civic Engagement alumni and local donors, we will run a "Sponsor an Explorer" campaign to raise operating funds)
 - Year One: \$20,000
 - Year Two: \$20,000
 - Year Three: \$20,000
 - Year Four: \$20,000
 - Year Five: \$20,000

- **Endowed Funds:** The College will run an endowment campaign in years 1-3 to raise at least \$1,000,000 for an Explore@RC endowment. In years four and five (starting in fiscal year '28), 5% earnings from the endowment will be able to be used for operational dollars (\$50,000 each year).
 - Year Four: \$50,000
 - Year Five: \$50,000
 - **Tuition** from fully matriculated students who go from Explore@RC to Roanoke College as full-time Pell-eligible commuter students:
 - Year Two: \$12,993 (1 student)
 - Year Three: \$39,759 (3 students at \$13,253)
 - Year Four: \$108,144 (8 students at \$13,518)
 - Year Five: \$220,608 (16 students at \$13,788)
 - **Tuition** from fully matriculated students who choose to attend Roanoke College as a residual effect of Explore@RC in the area (non-Pell):
 - Year Three: \$27,000 (2 students at \$13,500)
 - Year Four: \$68,860 (5 students at \$13,770)
 - Year Five: \$140,450 (10 students at \$14,045)
3. Budget expenditure projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential expenditures or include other categories as needed:
- Total Personnel (for total number of staff)
 - Employee Benefits Total
 - Staff Development Total
 - Materials & Supplies
 - Office Supplies
 - Instructional Supplies
 - Classroom, Computer and Other Equipment
 - Facilities (Insurance, Utilities, Phone/Internet, Rent, Construction, Maintenance and Repair, Technology Maintenance, Transportation, Fuel, Marketing)
 - Food/Cafeteria

A Sample Budget Expenditure Worksheet is included at the end of this document. Complete a Budget Expenditure Worksheet for each year. Include additional information that showcases all assumptions for your budgetary calculations. For example, the Year 1 may include 10 teachers, but the plan is to add 2 teachers each year, and the increase in Expenditure is seen in the budget. Explain below, in detail, the budget calculations for years budget for Years Two (2) through Five (5).

Please see Appendix G- Budget for budget expenditures.

4. Include substantiation of anticipated fundraising contributions, if applicable.
N/A

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

In discussions with the Director of Risk Management with EIIA (the College's insurance provider), we do not need any special coverage for the type of work and courses involved in Explore@RC, as Roanoke College's existing liability and property insurance policies will provide the necessary coverage for Explore@RC. Health insurance is offered to all Explore@RC employees, faculty, and staff through Anthem BCBS, in accordance with Roanoke College health insurance policies. Teachers will be provided an opportunity to work with Explore@RC when necessary for dual enrollment. Participating teachers who utilize this opportunity will do so on a contract basis, allowing them to receive benefits through their K12 school division.

6. Provide justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.

No additional insurance coverage is needed at this time. Communications with EIIA Director of Risk Management (through Roanoke College) via email ensured that current coverage for Roanoke College is sufficient for Explore@RC. Please see Appendix J- Insurance for certificates of coverage.

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

Check one of the following: Yes No

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

Full address: 220 High Street, Salem, VA 24153 (Fintel Library, Student Success Center); 221 College Lane, Salem, VA 24153 (Roanoke College address)

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

Explore@RC students will have access to Roanoke College's full campus. Roanoke College's 80-acre campus encompasses 57 buildings, with easy access from I-81. The College is located in the heart of Salem, Virginia, as part of the Roanoke Valley.

The Student Success Center and Learning Commons will be part of upcoming renovations in the ground floor of Fintel Library (originally constructed in 1962). Fintel Library has served as the campus' intellectual center for students since the 1960s. The four-floor building houses an impressive collection of books, journals, media and archival resources, and independent and group study spaces for the College's 1,800 students. The Library, as a site for the Student

Success Center, will be easily accessible to students seeking support—the entire building is central to campus and includes elevators for handicap accessibility. This building also houses the Center for Learning and Teaching, student tutoring services, the Writing Center, and Accessible Education office.

Has the school obtained a valid Certificate of Occupancy for Education? Yes

Description of the Facility: Roanoke College’s full campus will be accessible to Explore@RC students, and students will attend classes in one of Roanoke’s 11 ADA-compliant academic buildings. Each of these buildings has a unique square footage, number of classrooms, and number of restrooms. The answers below are specific to the Student Success Center, the area where Explore@RC students will spend time when not specifically in class or meetings.

Total square feet: 18,000

Number of Classrooms: 2

Number of Restrooms: 2

Other Rooms: Explore@RC students will have access to the following facilities on Roanoke College’s campus:

Cafeteria- Colket Student Center and Sutton Commons Dining, Freshens Wraps and Smoothies, Rooney’s Brews (café in Fintel Library)

Auditorium: Cregger Center and Bast Center (both athletic facilities), Olin Hall (auditorium), Massengill Auditorium (lecture-style learning area in the science facility)

Gymnasium: Cregger Center and Bast Center

Music Room: Olin Hall

Art Room: Olin Hall

Laboratory: Several lab spaces are available for those in the STEM/Healthcare pathway in Trexler Hall and the Life Sciences Building

Ownership: Fee Simple Lease

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

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

Overarching facilities plan: Explore@RC will be hosted on Roanoke College’s campus. Recently Roanoke College hired a third-party firm to complete a comprehensive facilities plan to assess the College’s capacity. As a part of this process, the firm completed a facilities space analysis which concluded there is ample space for students on the existing campus up to 2,250 students. At present, Roanoke College serves approximately 1,800 students; thus, Explore@RC’s enrollment of up to 150 students would fit within Roanoke College’s current capacity.

Roanoke College's 80-acre campus encompasses 57 buildings, with easy access from I-81. The College is located in the heart of Salem, Virginia, as part of the Roanoke Valley.

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

- (1) the provision of suitable instructional space.
- (2) provisions for library services.
- (3) provisions for the safe administration and storage of student records and medications
- (4) information regarding compliance with building and fire codes and compliance with federal Americans with Disabilities Act.
- (5) general information on emergency evacuation plans.
- (6) information regarding site location and preparation.
- (7) the structure of operation and maintenance services; and
- (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

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

Roanoke College is an eligible institution. Although Roanoke is a private college, it is partnering with the City of Salem Public Schools to create Explore@RC, which will follow the Tuition Assistance Grant Program (VTAG). The VTAG is authorized in Chapter 4.1 Section 23-38.11 through 18 of the Code of Virginia as the Tuition Assistance Grant Act. Located here on Roanoke College's website:

https://www.roanoke.edu/cost_and_aid/scholarships_loans_and_aid/virginia_resident_grants

Describe a sound facilities plan, including backup or contingency plans. Facilities information includes (1) the provision of suitable instructional space; (2) provisions for library services; (3) provisions for the safe administration and storage of student records and medications; (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; (5) general information on emergency evacuation plans; (6) information regarding site location and preparation; (7) the structure of operation and maintenance services; and (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

Instructional space: As a byproduct of the space analysis, Roanoke College has come to the same conclusion about its overarching facilities as it has about its instructional space. There is sufficient instructional space to accommodate Explore@RC students, including actual classrooms, appropriate technology, and desk space for up to 150 students in the program.

Library services: Roanoke College's Fintel Library provides a collection of over 400,000 physical total items and over one million electronic resources. The facility is handicapped accessible, offers

seating for over 600, includes individual and group study rooms, has a "silent study" floor, two computer lab areas, and the Goode-Pasfield Center for Learning and Teaching. Through a student library fee (required for all students and budgeted into the operational costs of the grant), all Lab School students will have full access to the Library resources. All Explore@RC students will also continue to maintain access to their home school library services.

Site location and preparation: Because Explore@RC activities and courses will take place within the existing Roanoke College infrastructure. One space that will need to be updated to accommodate the Explore@RC program is within Fintel Library, specifically on the ground floor of the library. Roanoke College has already raised \$2.5 million to completely renovate the ground floor of the library to become the new Student Success Center, a co-location of student support services and space to nurture those students who need additional community and support on campus. Within this space, Explore@RC will have access to the Learning Commons; Roanoke College envisions this as a welcoming and comfortable space that promotes interaction and collaboration, with a design that includes comfortable seating areas, study tables, and storage where students can keep their belongings securely during classes.

Renovations for the full Student Success Center are projected to over \$3.5 million, and \$800,000 of that will be for the Learning Commons and Explore@RC space. Thus, this is included in start-up costs and year two budget as the project is completed.

Operation and maintenance services: Roanoke College's operation and maintenance services are managed through the Associate Vice President of Facilities Management, who reports to the Vice President of Finance at Roanoke College. These teams of dedicated staff include housekeeping, tradespersons, and operations staff, who all work hard to care for students and maintain College facilities and grounds appropriately.

Financial arrangements for facilities (including leases/debts):

N/A

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

Salem High School will be responsible for the logistics and cost of student transportation to and from the high school to Roanoke College. This is outlined in the Memorandum of Understanding (Appendix C). If students prefer to drive to Explore@RC using their vehicles, they must pay for their commuter student parking decals through the Office of Campus Safety at Roanoke College (\$75.00). They will be required to get permission from their home high school division.

We have built-in start-up costs to purchase Roanoke College shuttles (15-passenger vans) available for participating school divisions like Roanoke City, which have bus driver shortages, to ensure the same opportunity for all students. These shuttles will also be available when school systems are closed, and transportation is unavailable. These vehicles can also be used as a shuttle for students who need additional

transportation support for service learning, work opportunities, and internships related to the capstone course.

Explore@RC will make every effort to match the calendars of participating school districts. Due to the nature of the lottery and making the program accessible to all Virginia students, Roanoke College will adhere to the academic calendar set forth by the college in accordance with contact hours required by SACSCOC.

9. A description of transportation services for students with disabilities. (Section 22.1-221 A of the *Code of Virginia* states that “[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.”)

Transportation to and from Roanoke College is the responsibility of the respective school division when feasible. If the school division cannot provide it, we will utilize our shuttles accordingly when schools are within community distance of campus. Transportation services for students with disabilities will be provided equally and coordinated between Explore@RC and the respective school division. All appropriate accommodations will be met for each student at no charge to the student

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

Meals are the responsibility of the respective school division and parents. Students may eat in the cafeteria at their base high school upon returning to the school. Light snacks will be available to students upon arrival to Explore@RC and will be available during the breaks between classes. Should the need arise for a student to obtain a meal at Roanoke College, several dining options are available (Sutton Commons- student cafeteria, Rooney’s Brews coffee shop, Freshens sandwiches and salads, Cavern to go meals). A campus dining card will be loaded for each student at the beginning of each school year with funds to cover approximately 20 meals or multiple visits to the coffee shop. (This is part of the proposed budget).

If a student becomes ill during their morning participation at Explore@RC, the school nurse at the base high school will be contacted, and the student will see the nurse upon returning to the base high school. The Student Health Center at Roanoke College may provide immediate first aid and triage, if students and their parents complete a health release form (noted below). If a student becomes severely ill or injured, in that it’s apparent that immediate medical attention is required, the Office of Campus Safety will be notified, and an ambulance will be called to Roanoke College. Parents and the school administration will be notified immediately by school leadership. While the students are on campus at Roanoke College no medication will be dispensed.

During orientation, parents must sign a release form stating that Roanoke College Health Center can provide students with basic, non-life-threatening care. This form is attached in Appendix D—Health Form.

VII. ELEMENT 7 – Lab School Closure Placement Plan

The following information must be provided:

1. Identification of a name or position of a member of the school’s leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations. Include contact’s name, title, email address, and phone number.

Should Explore@RC need to close in the future, the Executive Director will serve as the point of contact in the transfer of students back to their home institutions, management of student records, and the settlement of financial obligations.

Dr. Natasha B. Watts, Executive Director for Explore@RC may be reached at labschool@roanoke.edu or 540-375-2470.

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

In the event of Explore@RC's closure, a systemized notification procedure will be implemented. Following the official notification from the Virginia Department of Education, every parent or guardian with a child enrolled in Explore@RC will receive a personalized phone call from the Executive Director or another school employee within 48 hours of Explore@RC’s notification. Subsequently, an official letter from the Executive Director of Explore@RC will be mailed to provide further details.

3. A draft notification process to parents or guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract.

Should the contract be terminated or revoked, the existing structure for Explore@RC would remain intact—we are currently making provisions to ensure its sustainability and infrastructure within Roanoke College’s business plan. However, if required, students would return to the standard programs their home high school offers within the corresponding school division.

4. A detailed plan for ensuring that student records are provided to the parent or guardian, or another school identified by the parent or guardian within a set time. If the student transfers to another school division, provisions for transferring the student’s record to

the school division to which the student transfers upon the request of that school division. (See § [22.1-289](#) of the *Code of Virginia*).

The student's secondary academic records are housed in the school division corresponding to their residence. Roanoke College's Registrar will submit grades obtained from Roanoke College courses to the counseling office at the home high school each semester. In the event of a student's decision to transfer to a different school division, the relevant grades will be sent upon request from either the parent or the school division. High school transcripts can be requested through the administrative offices at the respective high school.

5. A detailed placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract.

In the event of contract termination or revocation, the subsequent guidelines will govern the reassignment of laboratory school teachers and employees:

Explore@RC Staff: The three roles hired through Explore@RC specifically include the

Executive Director, an Administrative Assistant, and a Student Success Coach/Advisor. If the Virginia Department of Education were to terminate or revoke the contract for lab schools in VA, Roanoke College would work diligently to find other comparable roles within the College's operations. Should other positions not be available or amenable to these employees, the College will work with local school districts in the Roanoke Valley to assist with the reassignment of these employees to K-12 positions.

Explore@RC Faculty: Explore@RC faculty, who also serve as faculty members at Roanoke College, are all full-time faculty or staff who will be able to maintain their current roles within the College. Upon contract termination or revocation, the scope of work may shift for these faculty members, but they will be able to maintain gainful employment with Roanoke College.

6. A close-out process plan related to the college partnership laboratory school financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the termination or revocation of the contract. The plan shall include the disposition of the schools' records and financial accounts upon closure.

If Explore@RC should need to close completely, the College will follow the standard procedure as required by SCHEV and SACS for closure of a program. Additionally, the Code of Virginia, §42.1-85, requires that Roanoke College establish and maintain an active, continuing program for the economical and efficient management of records. Roanoke College is required to adhere to all schedules published by the Library of Virginia. Employees of Roanoke College are responsible for ensuring that College Records are preserved, maintained, and accessible throughout their lifecycle. Virginia records laws and retention schedules are applicable to all public officers and employees with the goal to promote and ensure that the procedures used to manage and preserve public records will be consistent throughout all state agencies. Information on records

retention and disposition schedules especially pertinent to colleges and universities in the Commonwealth are found in General Schedule GS-111 (https://www.lva.virginia.gov/agencies/records/sched_state/GS-111.pdf).

VIII. ELEMENT 8 – Other Assurances and Requirements

The following information should be provided:

1. A detailed description of the college partnership laboratory school's policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

Explore@RC will follow the policies and procedures in compliance with FERPA and records retention schedules, as administered by Roanoke College's Registrar's Office. The Registrar's Office full policies and procedures are outlined here: [https://www.roanoke.edu/inside/registrar/policies_information_and_forms/family_educational_rights_and_privacy_act_\(ferpa\)](https://www.roanoke.edu/inside/registrar/policies_information_and_forms/family_educational_rights_and_privacy_act_(ferpa))

2. Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act.

The Governing Board of Explore@RC and the Lab School itself are subject to and will comply with the Virginia Freedom of Information Act. Explore@RC recognizes the need to comply with all applicable federal and state laws and regulations.

Under Code of Virginia § 42.1-85, the Library of Virginia (LVA) has the authority to issue regulations governing the retention and disposition of state and local public records. In keeping with the Code's mandate, LVA has developed records retention and disposition schedules outlining the disposition of public records.

Under this policy, the LVA issues two types of schedules. General schedules apply to the records of common functions performed by or for all localities and state agencies. Specific schedules apply to records that are unique to an individual state agency.

Roanoke College acknowledges that this application and audits conducted by the Virginia Board of Education will be public information.

3. A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational. (*See §8VAC20-131 of the Code of Virginia.*)

Explore@RC will not require any waivers at the time of its opening.

5. A detailed description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (See § [22.1-349.3](#) G of the *Code of Virginia*.)

At the time of the application, one collaborative partnership was established between Explore@RC and a public school division. Per Appendix C, which outlines the Memorandum of Understanding between Salem City Public Schools and Roanoke College, Salem High School will be a partner for Explore@RC in year one of operations. Additional partnerships with local school divisions may be made in years one and two, but have not yet been formalized (Roanoke County and Roanoke City Schools).

6. A detailed description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § [22.1-349.3](#) B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section [22.1-349.4](#) of the *Code of Virginia* states that “[i]f the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.”

Explore@RC will not require an Individual School Accreditation Plan.

7. A detailed description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (See § [2.2-3114](#) of the *Code of Virginia*.)

In accordance with Human Resources and Information Technology at Roanoke College, all Governing Board members, and staff will sign confidentiality and conflict of interest statements. The Data Confidentiality form can be found here, and the conflict of interest form is included in Appendix H- COI.

8. Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school.

At this point, there are no conflicts of interest present with any Governing Board or school management in the proposed Roanoke College Lab School.

Part C: Assurances

Assurances in the Code of Virginia: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § [22.1-349.3](#) of the *Code of Virginia*.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations (including the federal *Americans with Disabilities Act*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine (9) months prior to the opening date of the college partnership laboratory school.
5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
6. An assurance that the applicant will meet the condition in § [22.1-349.9](#) of the *Code of Virginia*, which state that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) applicable to teachers employed by a local school board.”
7. All initial requests for waivers from the Board will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)
8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board not later than nine (9) months prior to the opening date of the college partnership laboratory school.
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)
4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Pursuant to the requirements, I hereby certify that to the best of my knowledge, the information in this application is correct; the applicant has addressed all application elements that pertain to the proposed college partnership laboratory school; and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Frank Shushok

Title: President

Signature of Authorized Official:

DocuSigned by:

17F776E4680240A...

Date: 3/27/24

APPENDIX SECTION

Appendix A

Student Policy Handbook: [Link to Student Handbook](#)

A model Student Code of Conduct policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students.

While on Roanoke College's campus, individuals are expected to adhere to the Roanoke College student code of conduct, including maintaining academic integrity in all aspects of their work. Please see Appendix F- Student Conduct Policy Handbook. This Handbook will be shared with Salem City Schools administration, all students and their parents, upon admission and during orientation sessions prior to the beginning of the school year. The Executive Director will act as a liaison between the school division and Explore@RC, particularly in cases where it may impact course credit qualification. Explore@RC will also abide by the Salem City Schools Code of Conduct.

Learning support mechanisms will be in place for all Explore@RC students, including a two-week performance evaluation conducted early in each class, to identify and address areas of struggle promptly before they escalate into significant problems. For students with special educational needs or with IEPs in place, the IEPs will remain with each student's home school district and will be administered by specialists at the home school.

Explore@RC will utilize the Center for Learning and Teaching's Accessible Education Services office while students are on campus and those personnel will work with the students, parents, and Executive Director to determine additional resources or services students may need from the home school to be successful in dual enrollment classes. Accessible Education Services (AES) strives to meet the needs of students with documented disabilities in alignment with Roanoke College's commitment to providing equal access to educational opportunities for all students, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

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

Appendix B Faculty Qualifications

Explore@RC Faculty Qualifications Roster

Name of Institution: Roanoke College

Date Form Completed: 02/27/2024

Faculty Member /Academic Dept.	Lab School Course	Degrees
Lassiter, Christopher - Biology	INQ 251 How to Build a Dinosaur (biology course)	PHD Genetics & Genomics DUKE UNIVERSITY 2005-05-01 BS Biology FURMAN UNIVERSITY 1998-05-01
Poli, DorothyBelle - Biology	BIOL 110 Exploring Biology	PHD Biology UNIV OF MARYLAND COLLEGE PARK 2005-05-01 BS Biology UNIV OF PITTSBURGH 1997-05-01
Keithley, Richard - Chemistry	INQ 250CH Chemistry and Crime	PHD Chemistry UNIV OF NORTH CAROLINA AT CHAPEL HILL 2011-05-01 BS Chemistry VIRGINIA COMMONWEALTH UNIVERSITY 2006-05-01
Kaerwer, Karin - Education	CLST 241 Mathematics Methods of Instruction	PHD (Candidate) Curriculum & Instruction VIRGINIA TECH 2024-06-01 (PROJECTED) MEd Social Foundations of Education UNIVERSITY OF VIRGINIA 2014-12-30 BA Art History ROANOKE COLLEGE 2008-12-01
Stoneman, Lisa - Education	Orientation Course Series	PHD Curriculum & Instruction VIRGINIA TECH 2008-05-01 MSEd Health Education VIRGINIA TECH 2001-05-01 BA English ROANOKE COLLEGE 1983-05-01
McCloud, Jennifer - Education	EDUC 210 Principles of Education	PHD Curriculum and Instruction VIRGINIA TECH 2013-05-18 MA History VIRGINIA TECH 2005-12-16 BA Sociology BRIDGEWATER COLLEGE 2000-05-01

Murawski, Carrie – Communications	COMM 101 Introduction to Communication Studies	PHD Communication Studies TEXAS A&M UNIVERSITY 2020-05-08 BA Sociology UNIV OF SOUTH FLORIDA 2013-12-14
Hamilton, Audrey - Theater	THEA 101 Fundamentals of Theatre	MFA Theatre Arts UNIV OF ALABAMA 2013-05-04 MAT English UNIV OF WEST ALABAMA 2004-12-18 BFA Theatre Arts 1987-05-06
Mihalache-O'Keef, Andreea – Public Affairs	ENST 105 Environment and Society	PHD Political Science PENNSYLVANIA STATE UNIVERSITY 2011-05-01 MA Political Science PENNSYLVANIA STATE UNIVERSITY 2005-08-01 BA Art RANDOLPH-MACON COLLEGE 2003-05-01
Garza, Kimberly – Public Health/Sociology	PHST 101 Introduction to Public Health	PHD Anthropology UNIV OF ILLINOIS 2021-12-12 MA Anthropology UNIV OF ILLINOIS 2014-05-11 MPH Public Health UNIV OF ILLINOIS 2014-05-11 BS Anthropology NORTHWESTERN UNIVERSITY 2011-06-17
Jesse Griffin – Academic Affairs/Sociology	ROA 216/416 Capstone Internship	MS Counseling and Human Dev RADFORD UNIVERSITY 1999-05-01 BA Biology WARREN WILSON COLL 1999-05-01
Wendy Larson-Harris – English	INQ 270 Gender in Early World Literature	PHD English UNIV OF WISCONSIN 1995-12-01 MA English UNIV OF WISCONSIN 1989-08-01 BA English GUSTAVUS ADOLPHUS COLL 1985-06-01

Appendix C MOU

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MEMORANDUM OF UNDERSTANDING

Between
Salem City Public Schools
AND
Roanoke College

EXPLORE@RC Program

THIS MEMORANDUM OF UNDERSTANDING ("Memorandum") is made this 2nd day of February, 2024 (the "Effective Date") between Salem City Public Schools ("SCPS") and Roanoke College.

For and in consideration of the mutual promises and obligations set forth in this Memorandum, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Purpose: The parties, recognizing the benefits of academic exchange and cooperation among the parties, hereby establish a partnership for the purpose of enhancing the parties' relationship through the promotion and development of The Lab School at Roanoke College (Explore@RC).

Explore@RC is a university/K-12 program established to champion the potential of all students, helping them find a sense of purpose through project and inquiry-based learning. Explore@RC students will acquire skills to succeed in their fields of interest, build confidence in their abilities to intellectually engage with contemporary issues, and gain hands-on experiences through service and work in the Roanoke Valley. The parties anticipate that such activities may include any or all of the following but subject to the mutual agreement of the parties, are not mandatory:

- 1.1. Service of Salem High School students through Explore@RC programming, courses, orientation, and capstone course on Roanoke College's campus.
 - 1.2. Collaborative communication and joint meetings, regarding the service of Explore@RC students.
 - 1.3. Training of academic staff and teachers, through professional development opportunities.
 - 1.4. Exchange of documentation, research materials, publications and information in fields of mutual interest, subject to Roanoke College and SCPS's Intellectual Property policies and procedures.
 - 1.5. Other activities of mutual benefit to the parties.
2. Term and Termination.
 - 2.1. Term. The term of this Memorandum shall commence on the Effective Date and shall continue for a term of five (5) years. Thereafter, it may be renewed in five (5) year terms upon the written consent of both parties hereto and upon such terms and conditions as agreed to by the parties at the time of renewal.
 - 2.2. Termination. Each party may terminate this Memorandum, at any time, upon giving at least ninety (90) days' prior written notice to the other parties.
 - 2.3. Effect of Termination. If, at the expiration of the initial term, or any subsequent renewal term, the parties do not agree to renew this Memorandum, or upon the termination of this Memorandum, all of the then-current programs and activities shall be terminated as soon as reasonably practicable pursuant to the parties' agreed upon terms at the time of expiration or

Figure A: Illustrative Itemized Budget Spreadsheet

\$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
Lab School Operating Costs								
Personnel		219	388	539	702	785	2,633	provide details separately
Non-personnel Expenses	63	33	58	75	93	110	432	provide details separately
Staff development	30	19	21	21	21	21	133	provide details separately
Equip/Tech/Furniture	907	5	55	30	15	18	1,030	provide details separately
Admin Fee		1	1	2	2	2	8	provide details separately
Total Lab School Operating Costs	1,000	277	523	667	833	936	4,236	[A]
Annual Enrollment (# of pupils)		40	75	100	125	150	150	based on experienced ramps
Cost per pupil (\$)		\$6,925	\$6,973	\$6,670	\$6,664	\$6,240	\$5,647	
Estimated Lab School Funding								
Planning Grant	192						192	per lab school application
Start-up	1,000						1,000	per lab school application
Operating		280	525	700	875		2,380	per lab school application
Subtotal College Partnership Lab School Fund	1,192	280	525	700	875	-	3,572	
Outside Funding								
Local share						103	103	Cost share with Salem City School
Grants- Private Foundations					200	200	400	Teagle Foundation, McArthur Four
Grants- Federal						500	500	NSF-STEM, DOE
Matriculated Explore@RC students tuition			13	40	108	221	382	Full-time commuter student net tuition
Matriculated student tuition from residual marketing				27	69	140	236	Full-time commuter student net tuition
Philanthropic funding- individual donors			20	20	20	20	80	Working with Education alumni, S
Higher education institution support- Grant consultant		30	30				60	In-kind support
Higher education institution support- Marketing costs		5	5	5	5	5	25	In-kind support
Endowment income					50	50	100	Working to build a \$1M endowment
Subtotal Other Funding	-	35	68	92	452	1,239	1,886	
Total Funding	1,192	315	593	792	1,327	1,239	5,458	[B]

Funding Sustainability?

Yes

Funding is greater than costs

Figure B: Annual Expenditure Sheet
Sample Budget Expenditure Worksheet

Personnel - Salaries				Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	Number	Rate	Run Rate Annual Cost						
<i>* List all position & fully burdened compensation (example below)</i>									
Director	1	\$113,050	\$113,050		\$85,000	\$115,311	\$117,617	\$119,970	\$122,369
Instructional/Student Success Coach 1	1	\$34,950	\$34,950			\$35,649	\$59,850	\$61,047	\$62,268
Instructional/Student Success Coach 2	1	\$35,649	\$35,649			\$35,649	\$59,850	\$61,047	\$62,268
Instructional/Student Success Coach 3	1	\$34,950	\$34,950					\$61,047	\$62,268
Faculty (1 tenure track line)	1	\$99,750	\$99,750					\$99,750	\$99,750
Faculty (1 tenure track line)	1	\$99,750	\$99,750						\$99,750
Lecturer	1	\$70,490	\$70,490		\$70,490	\$70,490	\$70,490	\$70,490	\$70,490
Lecturer	1	\$70,490	\$70,490			\$70,490	\$70,490	\$70,490	\$70,490
Adjuncts	2	\$3,961	\$7,922		\$7,922		\$31,688	\$23,766	
Part-time Van Driver- Salem High School	1	\$6,000	\$6,000		\$11,250	\$11,250	\$11,250	\$11,250	\$11,250
Part-time Van Driver- Other Local Districts	1	\$6,000	\$6,000		\$11,250	\$11,250	\$11,250	\$11,250	\$11,250
Part-time Van Driver- Other Local Districts	1	\$6,000	\$6,000				\$11,250	\$11,250	\$11,250
Part-time Fundraiser	1	\$30,000	\$30,000				\$30,000	\$30,000	\$30,000
Peer mentors (Roanoke College students)	5	\$800	\$4,000		\$4,000	\$8,000	\$12,000	\$16,000	\$16,000
Administrative assistant	1	\$29,125	\$29,125		\$29,125	\$29,708	\$53,200	\$54,264	\$55,349
Total Personnel Costs			\$648,126	\$0	\$219,037	\$387,797	\$538,935	\$701,621	\$784,752
Non-Personnel				Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	Number	Rate	Run Rate Annual Cost						
<i>* List all additional services (examples below)</i>									
Student course materials and books	40	\$500	\$20,000		\$20,000	\$37,500	\$50,000	\$62,500	\$75,000
Student food costs	40	200	\$8,000		\$8,000	\$15,000	\$20,000	\$25,000	\$30,000
Marketing	1	\$50,000	\$50,000	\$50,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Departmental Supplies	1	\$250	\$250	\$12,500	\$250	\$250	\$250	\$250	\$250
College tuition costs (per 4 credit hours/1 unit)	160	\$478	\$76,480		\$0				
Total Non-Personnel Costs			\$154,730	\$62,500	\$33,250	\$57,750	\$75,250	\$92,750	\$110,250
Staff Development				Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	Number	Rate	Run Rate Annual Cost						
<i>* List all staff development costs (examples below)</i>									
Professional/staff development	1	\$5,000	\$5,000	\$15,000	\$3,000	\$5,000	\$5,000	\$5,000	\$5,000
Teacher support/training	10	\$583	\$5,825		\$5,825	\$5,825	\$5,825	\$5,825	\$5,825
Travel	2	\$5,000	\$10,000	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Total Non-Personnel Costs			\$20,825	\$30,000	\$18,825	\$20,825	\$20,825	\$20,825	\$20,825
Equip/Tech/Furniture				Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	Number	Rate	Run Rate Annual Cost						
<i>* List all equipment costs (examples below)</i>									
Classroom technology/capital assets	1	\$38,000	\$38,000	\$31,000		\$2,500		\$2,500	\$2,500
Facilities/renovations				\$800,000					
Explore@RC Shuttle	1	\$65,000	\$65,000	\$65,000		\$45,000	\$20,000		
IT support/licenses	1	\$10,000	\$10,000	\$10,000	\$5,000	\$7,500	\$10,000	\$12,500	\$15,000
Total equipment/technology/furniture			\$113,000	\$906,000	\$5,000	\$55,000	\$30,000	\$15,000	\$17,500
Administrative Fees				Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	Number	Rate	Run Rate Annual Cost						
<i>* List all costs (examples below)</i>									
Student transcript fees	40	10	\$150		\$400	\$750	\$1,000	\$1,250	\$1,500
Library fees	1	500	\$500		\$500	\$500	\$500	\$500	\$500
Student activity fees	15	\$136	\$2,040		\$0	\$0	\$0	\$0	\$0
Total admin fees			\$2,040	\$0	\$900	\$1,250	\$1,500	\$1,750	\$2,000
Total Operating Costs			\$938,721	\$998,500	\$277,012	\$522,622	\$666,510	\$831,946	\$935,327



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
03/22/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER EIIA 1-312-648-0914 200 S. Wacker Ste. 1325 Chicago, IL 60606	CONTACT NAME: PHONE (A/C, No. Ext): E-MAIL ADDRESS: certificates@eiaa.org	FAX (A/C, No):
INSURED Roanoke College 221 College Lane Salem, VA 24153 USA	INSURER(S) AFFORDING COVERAGE INSURER A: COLLEGE RRG INC INSURER B: COLLEGE RRG INC & attached INSURER C: INSURER D: INSURER E: INSURER F:	
	NAIC #	13613

COVERAGES

CERTIFICATE NUMBER: 750202726

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC			GL090123	09/01/23	09/01/24	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000 MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$ 4,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
B	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input checked="" type="checkbox"/> CLAIMS-MADE DED RETENTION \$			XL109012023	09/01/23	09/01/24	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						WC STATUTORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Evidence of General Liability maintained by the above Insured Institution for: Its activities & operations during the policy term; Obligations of the Insured under a lease or rental contract; Use of facilities by the insured during the policy term; Students in practicum while participating w/in the scope of their curriculum requirements & assignments; Contractual Liability; Additional Insured status as required by written contract. If named specifically in the Description of Operations the certificate holder is named as Additional Insured as required by written contract. Excess Liability coverage is follow form & follows the terms & conditions of the underlying Liability Policies.

CERTIFICATE HOLDER

Explore@RC
221 College Lane
Salem, VA 24153
USA

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Mary Ellen Morawitz

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EIIA, Inc.
Excess Liability Policies
Effective: 9/1/23 – 9/1/24

Carrier	Policy Number	Layer
College Risk Retention Group	XL109012023	\$5M
General Star Indemnity Company	IXG670249C	\$4M excess of \$5M
United Educators	Various	\$25M excess of \$9M



Effective March 25, 2009 128 higher education institutions affiliated with either the United Methodist Church, the Evangelical Lutheran Church in America, the Presbyterian Church (USA) or the American Baptists Churches, organized a new insurance company, College Risk Retention Group, Inc. under the Federal Liability Risk Retention Act of 1986. The Federal Act permits like insureds to combine their resources for the purpose of underwriting and insuring their liability risks.

The enclosed certificate identifies College Risk Retention Group, Inc. as the general liability insurer for primary limits of \$1 Million per occurrence and \$3 Million aggregate. Lloyd's of London (AM Best Rating A XV) supports College Risk Retention Group, Inc. as the reinsurer. Also, College Risk Retention Group, Inc. is the insurer for the excess liability insurer for \$5 Million per occurrence and \$5 Million aggregate. Everest Re (AM Best Rating A XV) supports College Risk Retention Group, Inc. as the reinsurer.

As you may be unfamiliar with evidence of insurance from risk retention groups we welcome any questions you may have regarding the attached certificate of insurance. Should you need any further information regarding the renewal certificate please do not hesitate to contact our administrator's office. Following is the contact information:

Educational & Institutional Insurance Administrators, Inc.
200 S. Wacker Drive, Suite 1325
Chicago, IL 60606
(800) 537-8410
Email: adminservices@eiia.org

Financial Ratings:

Lloyd's of London - AM Best Rating - A XV

Everest Re - AM Best Rating - A+ XV



CITY OF SALEM SCHOOL DIVISION

February 1, 2024

Dear College Partnership Lab School Committee,

I am writing to express my support for the proposed lab school partnership between Roanoke College and Salem City Schools. As the School Board Chair, I believe that this collaboration aligns with our core philosophy of championing the potential of ALL students and providing them with opportunities for purposeful learning and growth.

Explore@RC embodies our commitment to empowering students through project and inquiry-based learning. This approach will equip students with the skills needed to succeed in their fields of interest, foster confidence in their intellectual abilities, and provide hands-on experiences within the Roanoke Valley.

The three curricular pathways offered by Explore@RC - Education/Global Studies, STEM/Healthcare, and Communications/Civic Engagement - directly address the career needs within our region. The inclusion of inquiry-based courses with dual enrollment credit will ensure that students are well-prepared for their future academic and professional endeavors. Additionally, the college-readiness orientation series and senior-year project-based capstone will further support students in their academic and personal growth.

The decision to have Roanoke College faculty and staff teach in-person on the college campus is commendable. This arrangement will allow students to benefit from the expertise of dedicated educators while also providing them with a glimpse of college life. The potential to earn up to 12 college credits during their 10th, 11th, and 12th grade years is a testament to the academic rigor and value of the program.

In conclusion, I am in full support of the proposed partnership between Roanoke College and Salem City Schools for the establishment of Explore@RC. I believe that this collaboration will provide our students with unparalleled opportunities for intellectual growth, career preparation, and personal development.

Thank you for considering my support for this initiative. I am eager to see the positive impact that this partnership will have on our students and community.

Sincerely,

A handwritten signature in black ink that reads "Nancy Bradley". The signature is fluid and cursive.

Dr. Nancy A. Bradley
Salem City Schools
School Board Chairman



February 14, 2024

Dear Lab School Standing Committee:

I am writing to express our institution's commitment to the proposed lab school at Roanoke College, entitled Explore@RC. Through Explore@RC, we are excited about the opportunities for discovery and innovation on the horizon. With this program, local high school students will be able to explore college life, potential career pathways, and project-based learning. Our faculty will be able to explore new ways of delivering content and instruction to an important population of students. And our current college students will explore how to mentor and serve the next generation of learners. On every level, we are poised to teach and cultivate these students beginning in Fall 2024.

Our request of \$6.3 million from the Virginia Department of Education will provide staffing, instructional costs, tuition for students, and necessary equipment purchases to provide for a total of 100 students by the end of a 5-year period. At present, we have formalized a partnership with Salem High School for the 2024-2025 academic year, with plans to expand to additional school districts in 2025 and 2026. The development of our proposal has been a true community engagement effort, bringing in school administrators and counselors, community members for an Advisory Board, and parents for input at every stage.

As a college, our administrators, Board of Trustees, faculty, and staff are working diligently to provide access and opportunities to all deserving students, regardless of background. The pursuit of a grant through the Virginia Department of Education for a lab school to serve our local underserved high school students is in line with our mission and philosophy as an organization, and we are excited about the possibilities to come through this partnership if granted.

Thank you for your consideration of our request, and please contact me (fshushok@roanoke.edu) or our Vice President for Academic Affairs, Kathy Wolfe (kwolfe@roanoke.edu) if you have any questions or would like additional information about Roanoke College's support of this project.

Sincerely,

Frank Shushok, PhD
President

ROANOKE COLLEGE

Office of the President

221 College Lane, Salem, Virginia 24153 | (540) 375-2200 | president@roanoke.edu



March 21, 2024

Karen Pillis, MS
Executive Director
West End Center for Youth

Dear Mr. Armstrong:

RE: Explore@RC, Roanoke College Lab School

I am writing in to lend my support to the new lab school at Roanoke College, Explore@RC. We are fortunate to regularly partner with Roanoke College, accepting students in supervised experiential learning positions. We find that college students who are able to immerse in the real-world application of their coursework become stronger in their knowledge and more confident in their abilities to apply that knowledge in a work setting.

We are excited to incorporate Explore@RC's senior capstone internship into our existing work with the college. We understand that Roanoke College's lab school partnership with the Salem public schools, provides several advantages to students: (i) three distinct career pathways, (ii) experiential learning opportunities, and (iii) dual enrollment courses held on the Roanoke College campus. We believe that these are also advantages to our local community. The opportunity to consider careers at the experiential level and to gain college credits while still in high school gives these students a head start that makes higher education financially feasible. Also, connecting them directly to the work-world engages students in a way that traditional coursework may not.

We also support the overall mission of Explore@RC, to cultivate a diverse and inclusive learning community where all students can reach their full potential, regardless of background or circumstances. This focus on career opportunities right here in the Roanoke Valley is exactly what the region needs to improve the employee candidates of our near future.

Sincerely,

A handwritten signature in black ink that reads "Karen Pillis". The signature is written in a cursive, flowing style.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
03/22/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER EIIA 200 S. Wacker Ste. 1325 Chicago, IL 60606	1-312-648-0914	CONTACT NAME: PHONE (A/C No. Ext): E-MAIL ADDRESS:	FAX (A/C No.): certificates@eiiia.org													
	INSURED Roanoke College 221 College Lane Salem, VA 24153 USA		<table border="1"> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A: COLLEGE RRG INC</td> <td>13613</td> </tr> <tr> <td>INSURER B: COLLEGE RRG INC & attached</td> <td>13613</td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: COLLEGE RRG INC	13613	INSURER B: COLLEGE RRG INC & attached	13613	INSURER C:		INSURER D:		INSURER E:		INSURER F:
INSURER(S) AFFORDING COVERAGE	NAIC #															
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INSURER B: COLLEGE RRG INC & attached	13613															
INSURER C:																
INSURER D:																
INSURER E:																
INSURER F:																

COVERAGES

CERTIFICATE NUMBER: 750202726

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY		GL090123	09/01/23	09/01/24	EACH OCCURRENCE \$ 2,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC					DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000 MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$ 4,000,000 \$
	AUTOMOBILE LIABILITY					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR		XL109012023	09/01/23	09/01/24	EACH OCCURRENCE \$ 5,000,000
	<input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$					AGGREGATE \$ 5,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A				WC STATUTORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Evidence of General Liability maintained by the above Insured Institution for: Its activities & operations during the policy term; Obligations of the Insured under a lease or rental contract; Use of facilities by the insured during the policy term; Students in practicum while participating w/in the scope of their curriculum requirements & assignments; Contractual Liability; Additional Insured status as required by written contract. If named specifically in the Description of Operations the certificate holder is named as Additional Insured as required by written contract. Excess Liability coverage is follow form & follows the terms & conditions of the underlying Liability Policies.

CERTIFICATE HOLDER**CANCELLATION**

Explore@RC 221 College Lane Salem, VA 24153 USA	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

© 1988-2010 ACORD CORPORATION. All rights reserved.

EIIA, Inc.
Excess Liability Policies
Effective: 9/1/23 – 9/1/24

Carrier	Policy Number	Layer
College Risk Retention Group	XL109012023	\$5M
General Star Indemnity Company	IXG670249C	\$4M excess of \$5M
United Educators	Various	\$25M excess of \$9M



Effective March 25, 2009 128 higher education institutions affiliated with either the United Methodist Church, the Evangelical Lutheran Church in America, the Presbyterian Church (USA) or the American Baptists Churches, organized a new insurance company, College Risk Retention Group, Inc. under the Federal Liability Risk Retention Act of 1986. The Federal Act permits like insureds to combine their resources for the purpose of underwriting and insuring their liability risks.

The enclosed certificate identifies College Risk Retention Group, Inc. as the general liability insurer for primary limits of \$1 Million per occurrence and \$3 Million aggregate. Lloyd's of London (AM Best Rating A XV) supports College Risk Retention Group, Inc. as the reinsurer. Also, College Risk Retention Group, Inc. is the insurer for the excess liability insurer for \$5 Million per occurrence and \$5 Million aggregate. Everest Re (AM Best Rating A XV) supports College Risk Retention Group, Inc. as the reinsurer.

As you may be unfamiliar with evidence of insurance from risk retention groups we welcome any questions you may have regarding the attached certificate of insurance. Should you need any further information regarding the renewal certificate please do not hesitate to contact our administrator's office. Following is the contact information:

Educational & Institutional Insurance Administrators, Inc.
200 S. Wacker Drive, Suite 1325
Chicago, IL 60606
(800) 537-8410
Email: adminservices@eiia.org

Financial Ratings:
Lloyd's of London - AM Best Rating - A XV
Everest Re - AM Best Rating - A+ XV

MEMORANDUM OF UNDERSTANDING

Between
Salem City Public Schools
AND
Roanoke College

EXPLORE@RC Program

THIS MEMORANDUM OF UNDERSTANDING ("Memorandum") is made this 2.00 day of February, 2024 (the "Effective Date") between Salem City Public Schools ("SCPS") and Roanoke College.

For and in consideration of the mutual promises and obligations set forth in this Memorandum, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Purpose: The parties, recognizing the benefits of academic exchange and cooperation among the parties, hereby establish a partnership for the purpose of enhancing the parties' relationship through the promotion and development of The Lab School at Roanoke College (Explore@RC).

Explore@RC is a university/K-12 program established to champion the potential of all students, helping them find a sense of purpose through project and inquiry-based learning. Explore@RC students will acquire skills to succeed in their fields of interest, build confidence in their abilities to intellectually engage with contemporary issues, and gain hands-on experiences through service and work in the Roanoke Valley. The parties anticipate that such activities may include any or all of the following but subject to the mutual agreement of the parties, are not mandatory:

- 1.1. Service of Salem High School students through Explore@RC programming, courses, orientation, and capstone course on Roanoke College's campus.
 - 1.2. Collaborative communication and joint meetings, regarding the service of Explore@RC students.
 - 1.3. Training of academic staff and teachers, through professional development opportunities.
 - 1.4. Exchange of documentation, research materials, publications and information in fields of mutual interest, subject to Roanoke College and SCPS's Intellectual Property policies and procedures.
 - 1.5. Other activities of mutual benefit to the parties.
2. Term and Termination.
 - 2.1. Term. The term of this Memorandum shall commence on the Effective Date and shall continue for a term of five (5) years. Thereafter, it may be renewed in five (5) year terms upon the written consent of both parties hereto and upon such terms and conditions as agreed to by the parties at the time of renewal.
 - 2.2. Termination. Each party may terminate this Memorandum, at any time, upon giving at least ninety (90) days' prior written notice to the other parties.
 - 2.3. Effect of Termination. If, at the expiration of the initial term, or any subsequent renewal term, the parties do not agree to renew this Memorandum, or upon the termination of this Memorandum, all of the then-current programs and activities shall be terminated as soon as reasonably practicable pursuant to the parties' agreed upon terms at the time of expiration or

termination. All separate agreements evidencing such programs and activities shall continue in full force and effect until the cessation of the individual program or activities.

3. Programs and Activities

3.1. Conditions Precedent. All programs and activities shall be subject to the written mutual approval of all parties, the availability of appropriate financial and administrative support and compliance with all applicable laws and regulations and each party’s applicable policies and procedures.

3.2. Written Agreement. Each program and activity meeting the aforementioned conditions precedent shall be evidenced in written correspondence executed by a duly authorized representative of each party, and shall fully describe all of the terms and conditions relating to the program or activity and its implementation, including all financial obligations. In particular, correspondence between parties shall address at least the following issues:

3.2.1. The term of the program or activity. Additionally, each agreement shall state the program or activity will cease as soon as reasonably practicable, pursuant to the parties’ agreed upon terms, in the event this Memorandum expires or is terminated by the parties.

3.2.2. The agreement shall be subject to provisions to those contained in Section 4 of this Memorandum.

3.2.3. Each party shall appoint its own representative with respect to Explore@RC, and such representative shall be directly responsible for overseeing the implementation and operation of their own parties’ implementation and operation of Explore@RC designated responsibilities, and shall act as the main point of contact with respect to that program or activity. The chart below outlines this delineation of responsibilities for each party.

Partner Roles

Roanoke College will	Salem City Schools will
<ul style="list-style-type: none"> • Provide on-campus college courses each semester, representative of the three career pathways • Provide an Explore@RC Director who will liaise with Salem City Public School administration to successfully implement lab school programming • Provide student support services tailored to the needs of the dual enrollment student • Assist Salem High School with application process, especially in the case of a lottery • Communicate with Salem City Public School personnel regularly regarding student progress • Provide faculty professional development to support the needs of dual enrollment students • Communicate academic expectations clearly to students, parents, and Salem Schools personnel • Connect students with IEPs to Roanoke College’s Center for Learning and Teaching to apply for accessible education services 	<ul style="list-style-type: none"> • Provide transportation for students to and from the Roanoke College campus • Provide a school liaison with whom the Explore@RC Director may communicate regularly • Communicate the Explore@RC opportunity to their student body throughout the school year • Assist in the recruitment of students into Explore@RC by co-hosting informational opportunities with Explore@RC staff • Assist students in applying to Explore@RC • Review Explore@RC applications and discern whether the student qualifies for dual enrollment. Acceptance of students will be Salem High School’s purview, with assistance from the Explore@RC’s Executive Director. • Communicate any IEP needs for accepted students to the Explore@RC Director

3.2.4. Each party shall agree to be responsible for the acts and omissions of its own officers, employees and agents that occur in the course of their employment with such party.

3.3. No Requirement to Contract. Nothing in this Memorandum shall require any party to enter into any agreements for projects or activities with other parties.

4. Miscellaneous

4.1. Compliance with the Law. The parties agree to comply with all applicable local, state and federal laws as they currently exist, or may exist in the future, throughout the term of this Memorandum.

4.2. Captions and Headings. The captions and headings are for convenience and reference purposes only and shall not affect, in anyway, the meaning or interpretation of this Memorandum.

4.3. Severability. The invalidity, illegality or unenforceability of any provision of this Memorandum, as determined by a court of competent jurisdiction, shall in no way affect the validity, legality or enforceability of any other provision hereof.

4.4. Waiver. No failure of any party to insist upon strict observance of any provision of this Memorandum, and no custom or practice of the parties at variance with the terms hereof, shall be deemed a waiver of any provision of this Memorandum in any instance.

4.5. Governing Law. This Memorandum shall be governed by, and construed in accordance with, the laws of the Commonwealth of Virginia.

4.6. Venue. Any disputes brought under this Memorandum shall be brought in the applicable state or federal court of competent jurisdiction for Virginia.

4.7. Assignment. This Memorandum, and the terms and provisions hereof, shall be binding upon the parties hereto and their respective successors and assigns. No party shall assign all or any portion of its rights or obligations hereunder without the prior written consent of the other parties.

4.8. Notice. Any notice, request, modification or demand given, or required to be given, under this Memorandum shall, except as otherwise expressly provided herein, be in writing and shall be deemed duly given only if delivered personally or sent by certified mail, return receipt requested, upon the third business day after the mailing thereof, to the addresses below:

SCPS: Salem City Public Schools
510 South College Avenue
Salem, Virginia 24153

Roanoke: Roanoke College
221 College Lane
Salem, VA 24153

IN WITNESS WHEREOF, the parties have caused this Memorandum to be executed by the following duly authorized officials:

Salem City Public Schools:

DocuSigned by:
Curtis Hicks
5125C1853CF1402

2/2/2024 | 2:37 PM EST

Date: _____

Dr. Curtis Hicks

Title: Superintendent, Salem City Public Schools

Roanoke College:

DocuSigned by:
Frank Shushok
17F776E4#0240A

2/2/2024 | 2:39 PM EST

Date: _____

Dr. Frank Shushok

Title: President, Roanoke College



April 17, 2024

Dear Board of Education Members:

I am writing to express my commitment to and support of Roanoke College's proposed lab school, Explore@RC. I am excited about the opportunities this provides for deeper engagement in the community, including connection to our business partners. Explore@RC is unique in allowing high school students to explore college life, potential career pathways, and project-based learning on our campus alongside traditional college students. Concurrently, our faculty are exploring new ways of delivering content and instruction to an important population of students. An additional benefit is that our education students will mentor and serve the next generation of learners, expanding their own pedagogy skills. On every level, we are poised to welcome these students beginning in Fall 2024.

Funding of \$3.572 million from the VDOE will help provide staffing, instructional costs, and necessary equipment for years one through four of Explore@RC's operations. By year five, we will serve 150 students and we commit to securing sustainable sources of funding to provide a long-term plan for this program. These sources of revenue will include an endowment, for which we begin fundraising this summer, individual donations, a cost-share with local schools, and federal and private foundation grants. At present, we have formalized a partnership with Salem City Schools for the 2024-2025 academic year, with plans to expand to additional school districts in 2025 and 2026. The development of our proposal has been a true community effort, bringing in school administrators and counselors, community members and parents, for an Advisory Board which provided feedback throughout the planning year. The Explore@RC Governing Board has now been established from the same constituencies and will oversee the operations of the lab school along with the new Executive Director.

As a college, our administrators, Board of Trustees, faculty, and staff are working diligently to provide access and opportunities to all students, regardless of background, a mission that aligns tightly with our mission and strategic plan. We are excited about broadening and deepening our partnerships through Explore@RC. Thank you for your consideration of our proposal, and please contact me (fshushok@roanoke.edu) or our Vice President for Academic Affairs, Kathy Wolfe (kwolfe@roanoke.edu) if you have any questions or would like additional information about Roanoke College's support of this project.

Sincerely,

Frank Shushok, PhD
President

ROANOKE COLLEGE

Office of the President

221 College Lane, Salem, Virginia 24153 | (540) 375-2200 | president@roanoke.edu



April 18, 2024

Dear Board of Education Members:

I am writing to express my support of Roanoke College's proposed lab school, Explore@RC. Roanoke College's Board of Trustees is excited about the opportunities this program provides, particularly with deeper connections to business and community partners. Explore@RC is unique in allowing high school students to explore college life on a traditional campus. Our faculty are invested in serving this new, important population of students and our education students will see practical benefit from mentoring this new group.

The development of this proposal has been a true community effort, bringing together an Advisory Board and ultimately a Governing Board comprised of school district and college administrators, teachers, college faculty, community members, and business leaders. We are excited to see this level of collaboration among so many stakeholders.

The Board of Trustees, administration, faculty, and staff of Roanoke College are working diligently to provide access and opportunities to all students, regardless of background, a mission that aligns well with the development of our next strategic plan. We are also working collaboratively to sustain the program in year five of operations beyond the initial Virginia Department of Education Lab School grant funding.

Thank you for your consideration of this proposal, and please contact me (courts@roanoke.edu) if you have any questions or would like additional information about the Board's support of this project.

Sincerely,

Malon Courts
Chair, Roanoke College Board of Trustees

ROANOKE COLLEGE
Office of the President

221 College Lane, Salem, Virginia 24153 | (540) 375-2200 | president@roanoke.edu



CITY OF SALEM SCHOOL DIVISION

April 11, 2024

Dear College Partnership Laboratory Schools Standing Committee,

I am writing to express my enthusiastic support for the implementation of the Explore@RC lab school program at Roanoke College. As the Superintendent of Salem City Public Schools, I have had the privilege of witnessing the collaborative process Roanoke College and Salem High School have undertaken this past year to conceptualize the program.

The Explore@RC program presents a unique opportunity for our students to engage in rigorous college-level coursework while still in high school. By offering a diverse range of courses taught by Roanoke College faculty, students will not only gain exposure to college-level academics but also develop the critical thinking, communication, and problem-solving skills necessary for success in higher education and beyond.

The three pathways offered by Explore@RC - Education/Global Studies, STEM/Healthcare, and Communications/Civic Engagement - directly address the career needs within our region. By offering problem-based and inquiry-based courses within these three pathways, students will be well-prepared for their future academic and professional endeavors. Additionally, the college-readiness orientation series and senior-year project-based capstone will further support students in their academic and personal growth.

Furthermore, the partnership between Salem City Public Schools and Roanoke College exemplifies a commitment to providing our students with innovative educational opportunities that prepare them for the demands of a rapidly evolving global landscape. Through this collaboration, students will benefit from access to resources, facilities, and mentorship that foster a seamless transition to post-secondary education and careers.

I am confident that the Explore@RC program will empower our students to reach their full potential and inspire them to pursue their academic and professional aspirations with confidence and determination. As such, I wholeheartedly endorse the establishment of this program and look forward to its continued success in shaping the future leaders of our community.

Sincerely,

Curtis Hicks
Superintendent



Historical Fundraising Success

Building on our history of success, Roanoke College is poised for continued fundraising achievements related to the Lab School program, or Explore@RC. With a proven track record of exceeding goals (completion of a \$200,000,000 campaign, and the success of annual goals with endowment and operating targets), the addition of a fundraising consultant just for the purposes of Explore@RC, and our tradition of fostering meaningful connections, we are confident in our ability to secure support for our institution's future endeavors. Together with our dedicated community of 16,000+ living alumni and thousands of parents, community members, and friends as donors, we will shape a future for Explore@RC and its target student population defined by excellence and opportunity.

Endowment Plan: Raise \$1,000,000 in Endowment by FY29-30

Year 1: Foundation Setting, Strategy Development, and Cultivation

- Establish a fundraising committee comprising key stakeholders, including alumni, faculty, staff, and community members.
- Define the purpose and objectives of the Explore@RC endowment fund, ensuring alignment with the college's strategic priorities and mission.
- Develop a comprehensive fundraising strategy, including specific fundraising goals, target donor segments, communication channels, and timelines.
- Launch an initial awareness campaign to introduce the endowment fund and generate early interest among potential donors.
- Identify and prioritize prospective major donors who have the capacity and affinity to support the Explore@RC endowment fund.
- Implement a personalized cultivation plan for each prospective donor, including one-on-one meetings, campus tours, and engagement events.
- Strengthen relationships with alumni through targeted outreach efforts, such as alumni newsletters, reunions, and networking events (focusing on alumni in each of the distinct Explore@RC career pathways).
- Develop customized solicitation materials, including an Explore@RC case statement, impact reports, and giving opportunities tailored to different donor segments.

Year 2: Solicitation and Campaign Launch

- Host informational sessions and donor workshops to educate stakeholders about the impact of endowed funds and the importance of philanthropic support.
- Continue to build momentum through storytelling and testimonials, showcasing the transformative power of endowed scholarships and program funds.
- Launch a formal fundraising campaign to solicit major gifts for the endowment fund.
- Leverage matching gift opportunities or challenge grants to incentivize donor participation and maximize contributions.

- Implement a donor recognition program to acknowledge and celebrate the generosity of early supporters, fostering a culture of philanthropy within the college community.
- Utilize various communication channels, including social media, email newsletters, and direct mail, to maintain momentum and keep donors informed about campaign progress.

Year 3: Continued Solicitation and Stewardship

- Implement a robust stewardship plan to express gratitude and demonstrate impact to donors who have contributed to the endowment fund.
- Provide regular updates on the utilization of endowed funds and the achievements made possible by donor support.
- Foster ongoing engagement with donors through exclusive events, personalized communications, and opportunities for involvement in college initiatives.
- Cultivate a pipeline of future donors by engaging alumni and supporters who have expressed interest but have not yet made a gift.
- Conduct prospect research and identify new major gift prospects to expand the donor base and sustain fundraising efforts beyond the initial campaign.

Year 4: Celebration and Future Sustainability

- Celebrate the successful completion of the endowment campaign, acknowledging the collective effort and generosity of donors who have helped achieve the fundraising goal.
- Host a recognition event or ceremony to honor major donors and showcase the impact of the endowed funds on the college community.
- Develop a plan for the sustainable management and growth of the endowment, including investment strategies, spending policies, and governance structures.
- Establish regular reporting mechanisms to provide transparency and accountability regarding the management and utilization of endowed funds.
- Continue to engage donors and cultivate relationships to ensure ongoing support for the endowment and other fundraising priorities in the future.

Foundation and Federal Grant Solicitation Plans:

Year	Target Solicitation Amounts	Grant Sources	Notes
Year 1	\$85,000	Local Foundations (1, \$25,000), Community Grants (3, \$20,000 each)	Begin by targeting smaller local foundations and community grant programs. Focus on establishing credibility and demonstrating the program's potential impact to the local community.
Year 2	\$150,000	State Government Grants (1, \$50,000), Corporate Foundations (5, \$20,000)	Expand grant-seeking efforts to include larger state government grants and corporate foundation opportunities. Highlight program successes and outcomes from the first year.
Year 3	\$300,000	Federal Grants (2, \$100,000), National	Pursue federal grant opportunities and national foundation grants that support

		Foundations (1, \$100,000)	educational initiatives. Emphasize the program's alignment with federal priorities and its potential for scalability and replicability.
Year 4	\$400,000	Private Family Foundations (apply to 3, \$250,000 each) with a target of receiving \$200,000, Federal Grants and National Foundations (apply to 3, \$250,000 each) with a target of receiving \$200,000.	Target private family foundations with a focus on education and youth development. Leverage existing relationships and partnerships to enhance credibility and trust.
Year 5	\$600,000	Federal Grants (apply for 4, \$400-500K each) with a target of receiving \$400,000 total. National Foundations (apply for 4, \$250-500K each), with a target of receiving \$200,000.	Pursue national foundations and federal grant opportunities at a large scale. Secure renewals from previous funders and explore special initiatives or challenge grants to reach the final fundraising goal. Highlight program sustainability and long-term impact.

McAllister & Quinn Grant Consulting Partnership

As part of Roanoke College’s in-kind contribution to Explore@RC, we are investing in a partnership with grant consulting company, McAllister & Quinn (M&Q). M&Q has a proven track record over nearly two decades with 6- and 7-figure grant proposals for higher education institutions like Roanoke. As a part of their fundraising approach, M&Q has already been to Roanoke College’s campus for a site visit and organizational analysis. They have identified 16 different opportunities for Roanoke College to pursue in year 1, with 4 of those targeted to Explore@RC and educational initiatives. As the Lab School gains traction and gathers data on its success and impact, M&Q will increase the number of opportunities aligned with Explore@RC on its annual fundraising matrix. For four opportunities per year, M&Q will provide intensive coaching, writing, and grant proposal development to assist Roanoke’s Director of Academic Grants and Foundations. We look forward to this partnership as a sustainable part of Explore@RC’s fundraising approach.

