

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
PROPOSAL COVER PAGE**

Name: Lead School Division and Superintendent	Chesterfield County Public Schools Marcus J. Newsome, Ed.D.
Name: Consortium School Division(s)* (if applicable)	Charles City County Colonial Heights Dinwiddie Goochland Hanover Henrico New Kent Powhatan Richmond City
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Project Title:	Richmond Regional School for Innovation - CodeRVA
Innovations:	Achievement through demonstrated proficiency Preparation for postsecondary education and training Work force development capacity
Total of HSPI funds requested:	\$50,000

CERTIFICATION BY AUTHORIZED OFFICIAL

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this School Division and that the applicant will comply with the attached Statement of Assurances.

Marcus J. Newsome, Ed.D.

Superintendent

Typed or Printed Name of Authorized Official

Title:

Marcus J. Newsome

6/1/15

Signature of Authorized Official

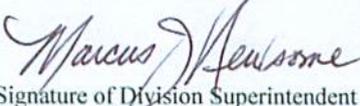
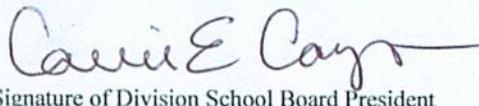
Date

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
STATEMENT OF ASSURANCES**

Should an award of funds from the High School Program Innovation planning grant be made to the applicant(s)* in support of the activities proposed in this application, the authorized signatures below certify to the Virginia Department of Education that the authorized school division officials will:

1. Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001;
 - b. Title VI of the Civil Rights Act of 1964;
 - c. Title IX of the Education Amendments of 1972;
 - d. Section 504 of the Rehabilitation Act of 1973;
 - e. Age Discrimination Act of 1975; and
 - f. Americans with Disabilities Act of 1990.
3. Use grant funds to **supplement** and **not supplant** funds from nonfederal sources;
4. Take into account during the development of programming, the need for greater access to and participation by students from historically underrepresented and underserved groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the Virginia Department of Education;
6. Ensure that at least 75 percent of the professional staff at each high school participating in this proposal is in agreement with implementing the innovations as a threshold requirement of pursuing this grant;
7. Ensure that the majority of the local school board is fully supportive of the multi-year effort for innovation: and
8. Upon review of and approval by the local school board and negotiation of acceptable and pertinent waiver requests, if any, made to the Virginia Board of Education, pursue implementation of the developed plan resulting from this High School Program Innovation planning grant for the 2016-2017 and 2017-2018 school years.

By signing and submitting this Statement of Assurances, the applicant school division assures that its participating high school(s) will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia, with the exception of any waivers that may be approved by the Virginia Board of Education at a future date. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the High School Program Innovation planning grant RFP and the applicant understands and will comply with the assurances.

Marcus J. Newsome, Ed.D.	Carrie Coyner
Typed Name of Division Superintendent	Typed Name of Division School Board President
	
Signature of Division Superintendent	Signature of Division School Board President
Date <u>6/1/15</u>	Date

*A Statement of Assurances page is required for each participating school division. The signed Statement of Assurances page for the lead school division will follow the Proposal Cover Page in the submitted proposal packet. Other participating school divisions' Statement of Assurances pages, if any, must be included as Appendix D of the proposal

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT ABSTRACT PAGE

Superintendents and high-level administrators from Virginia Superintendent's Region I school districts collaborated to develop a regional response to the High School Program Innovation Planning grant. In the attached proposal, Region I presents a plan to create an innovative hybrid high school that offers students personalized, accelerated learning while also addressing a critical gap in the regional workforce.

The **Richmond Regional School for Innovation-CodeRVA**, will initially focus on increasing the number of computer science professionals in the region before being replicated across all 16 Career and Technical Education career clusters. During the first two years, students will complete a majority of the courses required for a high school diploma through facilitated online coursework. Virtual learning will be supplemented by collaborative projects and face-to-face interactions with teachers and industry experts. During the last two years, partnerships with community colleges and employers will allow students to participate in paid work experience, and to graduate high school with an associate's degree, industry certification(s) and guaranteed employment.

The overarching goal of the project is to create a school in which underserved, low-income or marginalized students will have equal access to college and career preparation in a unique, highly-engaging and relevant environment. Objectives include targeted percentages of students who 1) complete their high school requirements in fewer than four years, 2) complete work experience prior to graduation, and 3) gain full-time employment at the completion of their high school careers.

The innovations being considered include a new model of personalized, online and project-based learning based on iNACOL's TPAC framework, early college enrollment, and a unique apprenticeship program that results in up to 400 hours of paid work experience prior to graduation. High academic achievement is seen as a byproduct of the student engagement found in the ecosystem of virtual and professional environments offered through the model.

The governance model will follow the precedent of other regional schools in the creation of a regional School Board and Superintendent's Steering Committee. An Academic Steering Committee, Business Advisory Councils and Community Advisory Committee will form the foundation of the decision-making process and comprehensive communication plan.

The evaluation plan will use the Context, Input, Process, and Product (CIPP) framework for conducting formative and summative evaluations in a dynamic social context. In addition to analysis of student performance-based assessments, the CIPP model will use surveys and focus group discussions to determine if the intended outcomes address the needs of the student population, as well as criterion-based assessments from different sources.

SUPERINTENDENT’S REGION I HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT NARRATIVE

B. Work Plan Design for Innovation

Ten of the independent public school districts in Virginia’s Superintendent’s Region I have collaborated in the development of a concept for a new regional high school that offers students a unique blend of personalized learning and workplace experiences. The participating LEAs are Charles City, Colonial Heights, Dinwiddie, Goochland, Hanover, Henrico, New Kent, Powhatan, and Richmond City, with Chesterfield serving as lead applicant. These ten districts represent every type of community in Virginia – urban, suburban, and rural; from small and homogenous to large and diverse. Yet, all of these districts leapt at the opportunity to rethink their high school environments, recognizing that no matter what their community’s composition, our current comprehensive high schools, specialty centers, Governor’s Schools, and technical centers fail to equitably reach, engage and prepare every student for the 21st century. These issues transcend school division boundary lines. For that reason, the planning committee for this high school innovation grant met to “blue sky” a high school of the future.

Comprised of superintendents, high level administrators, research staff, and business and university partners, the planning committee for this grant application formed two groups – one exploring the redefinition of high school through an environment configured to meet a wide range of needs while focused on pedagogy applicable to the modern workforce; the other on the design of a virtual school that creates a new pipeline to meet the enormous need for software developers and programmers. Both concepts were explored and researched. Brief descriptions of both approaches appear below, followed by a shared vision.

Richmond Regional School for Innovation

Research into innovative models such as High Tech High, RePublic Schools, School of One, and Career Path High led the committee to a blended learning design unrestricted by bell schedules, grade levels, and seat time. Designed to engage the reluctant student, RSI will empower students to create their own personalized learning path in a way that allows them to work, and/or to enroll in college while completing high school. Student learning will be competency-based, allowing maximum flexibility for students to work at their own pace and will coincide with exploration of career and post-secondary educational pathways. The model combines online learning with face-to-face interactions with teachers, counselors, and peers. Opportunities for educationally-related service learning and authentic projects that develop real-world skills will further prepare students for college and career. Culminating internships will combine work experience with workplace coaching, such that each student will be ready for and placed into full time employment, or fully prepared for post-secondary enrollment at graduation.

CodeRVA

A regional virtual school comprised of ungraded levels, CodeRVA students will graduate with a high school diploma and over 400 hours of paid information technology work experience. There are no academic prerequisites; during their eighth grade year, interested students will complete

an intensive week-long boot camp that will determine aptitude and level of commitment. To ensure equity of access, the boot camp will be actively marketed in all middle schools, transportation provided, and no screening for participation other than student interest. Students accepted into the new high school will accelerate completion of their diploma requirements in their first two years through online and blended coursework, supplemented by introductory courses in computer science and coding. Housed physically at partnering community college locations around the region, first and second year students of CodeRVA will come together periodically for experiential opportunities and collaborative projects with their peers.

Third and fourth year students will become paid employees of MAXX Potential. Working 15-20 hours per week, students will gain programming skills while completing any remaining online coursework necessary to graduate, and/or pursuing an associate's degree through their local community college. While employed at this local software development firm, CodeRVA students will progress through four levels of programming competencies, completion of which will guarantee full-time employment in the Richmond Region.

Combined Vision

The committees ultimately concluded that the two concepts can be unified into a single model. Common to both is accelerated completion of a majority of courses required for a high school diploma in the first two years. This will be accomplished through online coursework as well as integrated courses that combine the requirements of multiple classes. Virtual learning will be enriched by frequent collaborative project-based learning opportunities designed and facilitated by teachers and industry experts. Heterogeneous groupings by gender, ethnicity, and grade level will aid in the development of the soft skills needed for the 21st century workforce. Complex problem solving ability, creative thinking, the ability to work easily across lines of difference, and reductions in prejudices will flow from well-designed collaborative projects. Portfolios and performance-based assessments will document mastery of rigorous content. Through partnerships with community colleges and area employers, the last two years will place students in paid work experience in their field of interest, after which they will graduate high school with an associate's degree, industry certification(s), and guaranteed employment

The new regional school will be designed to serve a diverse, lottery-selected student population and will embody design principles of personalization, adult world connections, and career preparation. Delivery of instruction will move from teacher-centered to student-driven, with multiple integrated courses designed to incorporate Virginia's Standards of Learning while accelerating completion of high school coursework. Class sizes will be larger than those in a traditional high school due to the integrated coursework, with corresponding cost savings through reduced staffing. It is anticipated that the school will serve not only gifted and special needs students, but will be open to all students through a lottery format. Finally, through partnerships with VCU, J. Sargent Reynolds and John Tyler Community Colleges, each student will be provided a career coach to smooth the transition to college and/or career.

As proof of concept, the initial implementation of the innovative high school described in this planning grant will focus exclusively on computer science and be known as the **Richmond Regional School for Innovation - CodeRVA**. Once in operation, however, we anticipate replicating the model in all 16 career and educational pathways either at multiple regional locations or at numerous high schools as we innovate across the region.

Finally, recognizing the social and emotional benefits offered through a shared physical location, the participating school districts in Region I have also committed to continuing to explore the expansion of the concept into a comprehensive high school, physically located in an area of concentrated poverty in Richmond. If VDOE awards this planning grant to Region I, this shared vision will be further developed in collaboration with VCU, culminating in an application to USDOE for a Magnet School Assistance grant that could lead to four to six million dollars per year in sustainable funding.

1. RATIONALE FOR CHANGE

- a) **Describe why the school division has targeted this school for implementation. Analysis of supporting student and teacher data, needs assessment, staff and/or community surveys, follow up information on school graduates and/or any other pertinent information.**

Rather than targeting a single high school for innovative change, this application proposes to create a new hybrid high school that addresses a significant gap in the region's educational and employment-preparation pipeline. In the spring of 2014, Bridging Richmond, a regional partnership of education, business, civic and government applied to the US Department of Labor for a grant to reduce the need for employers to hire foreign workers on H-1B visas. At that time, a study by Chmura Economics and Analytics determined that all economic and employment data pointed decisively to Information Technology (IT) and Computer Science (CS) as the single greatest area of unmet need, both from the lack of a career preparation pipeline and the number of unfilled employment opportunities available now and projected in the future.

Research points to very high demand for software developers and systems engineers: the Bureau of Labor Statistics projects 22% growth from 2012 to 2022, much faster than the average for all occupations. A recent study funded by Microsoft reports that there are 120,000 new jobs created in the United States each year that require the skills of workers with degrees in computer science. The U.S. education system, however, produces only 49,000 such degrees annually, creating a gap of 71,000 available jobs.

A second report by Chmura Analytics prepared for Richmond's Future also identified Computer Systems Design and Related Services as the highest demand field within the STEM industries. In addition to industry demand, employees' ability to achieve economic self-sufficiency was considered. The report indicates that 8 out of 10 STEM occupations are in the IT cluster and range in average income from \$50,200 to \$124,300. Bridging Richmond's grant to the Dept. of Labor further stated:

The *Richmond Regional Comprehensive Economic Development Strategy* (CEDs), prepared and published by the RRPDC in December 2013 (www.richmondregional.org), underscores the importance of the (IT) industry cluster and occupation gaps, and prioritizes alignment of the education pipeline – particularly to increase access to employment opportunities for underrepresented people and distressed communities...The [DOL grant planning] process has identified two areas for action as part of this application. The first is to increase degree production within current certifications and the other was to develop programs not currently offered in the region. Employers, higher education, and K-

12 educators informed the decision to start the cohort in 9th grade. This approach will strengthen the talent pipeline within secondary education, build capacity to deliver dual enrollment, and refine the certificate and degree programs.

Although the focus of this innovative high school planning grant and two-year implementation period will be on creating a hybrid high school that deepens the Richmond region's capacity in computer science and information technology, the ubiquity of software and computers will allow the new school's first cohorts to apply their learning and skills across multiple career pathways and industries.

As we replicate the new innovative high school model across other career clusters, we anticipate addressing broader student interests and work force development needs for the Richmond region. In a February 2014 presentation to the Bridging Richmond Board of Directors, Christine Chmura presented a review of population and education projections through 2030 (supply) compared to educational degrees needed based on industry and occupation changes over the same time period (demand). Based on estimated increases in demand by industry cluster, Chmura Analytics concluded that there will be over 65,000 jobs in the Richmond metropolitan area that require an associate's degree or higher that will go unfilled at the current rates of degree attainment. These include health care, finance, advanced manufacturing, engineering, and other high-wage, high-demand fields. An educational model that combines rigorous but accelerated academic achievement with paid learning experiences will improve the economic outcomes for both our students and our region.

b) Provide information that indicates the school staff and the community are in support of the innovations to be developed in the proposal

As the proposed Innovative High School will be a new model, the governance structure and interview process will ensure that participating staff are in full support of the goals of the project. Research and statistics cited in the previous section indicate that there is industry demand, and the planning committee believes that the innovative model will find strong support among parents and students across the region. The superintendents of each of the participating districts have indicated their support through signatures on this application.

2. IMPEDIMENTS TO INNOVATION

Describe any state and local conditions, expectations, requirements, guidelines, and/or regulations that have slowed innovation or impacted students' engagement, achievement, and/or preparation for postsecondary success. Indicate any potential waiver requests that are anticipated as a result of the identified impediments.

Many of the districts in Superintendent's Region I have strong reputations for providing their students and communities with varied academic choices and rich educational experiences. There is no question; however, that student engagement remains a challenge, particularly as young people progress through high school. According to a 2013 Gallup poll referenced in Education Week, every year between 5th and 12th grade, the number of students who are engaged in school declines steadily. Almost eight in 10 elementary students qualify as engaged; by middle school that number drops to six in 10 and by high school the number is four in 10. Gallop executive director Brandon Busted attributes lack of student engagement to, "our overzealous focus on

standardized testing and curricula, and our lack of experiential and project-based learning pathways for students – not to mention the lack of pathways for students who will not and do not want to go on to college”

(http://blogs.edweek.org/teachers/teaching_now/2013/01/gallup_student_engagement_drops_wit_h_each_grade.html).

While it is unlikely that every student can be taken to his or her greatest potential, broadening the number of choices and instructional environments available increases the likelihood of reaching more students. To increase engagement for the students of CodeRVA, the proposed school will offer a rigorous technology-based curriculum embedded in relevant career preparation. To achieve the goals of the project, we anticipate applying for waivers in the following areas:

- Standards of Learning assessments to be replaced by performance-based assessments
- Carnegie units to be replaced by verified teaching of standards in all transcribed courses
- Flexibility in the use of VPSA and textbook funding for online curriculum
- Flexibility in hours of required attendance so that students can engage in meaningful work experience in lieu of class
- Waiving of teacher licensing and certification requirements to permit use of experts and college instructors
- Work experience and/or internships identified as elective credits
- Waiver from the Labor Day rule to enable extending the school year or year-round model

3. GOALS & OBJECTIVES

Describe the anticipated goals and objectives for the innovation project and how they align with the intent of this RFP.

Goal: Underserved, low-income, or marginalized students will have equal access to college and career preparation in a unique, highly-engaging and relevant environment.

- Objective 1: 65% of an anticipated 200 CodeRVA students in Cohort 1 of a new innovative high school will complete the requirements for a standard diploma within two years, through a combination of online and blended learning, and performance-based assessments.
- Objective 2: 80% of an anticipated 200 CodeRVA students in Cohort 1 will participate in and complete college and/or career training through dual enrollment, AP courses, career and technical education, and/or workplace-based paid or unpaid work experience over the four years of their high school careers.
- Objective 3: 50% of an anticipated 200 CodeRVA students in Cohort 1 who choose not to pursue post-secondary education immediately upon graduation will be placed in full-time employment at the completion of their four-year high school career.

These objectives address the requirements of the RFP by offering 1) students personalized, student-centered learning opportunities, with progress based on demonstrated proficiency, and 2) “real-world” connections that promote alignment with community workforce needs and emphasize transition to college and/or career.

4. TARGETED PROGRAM INNOVATIONS

Describe each of the program innovations that will be considered for development through this planning grant, should the request be funded. Please describe why each innovation is being considered and what research base or empirical work supports the model being proposed.

a) Student-centered learning with progress based on student demonstrated proficiency

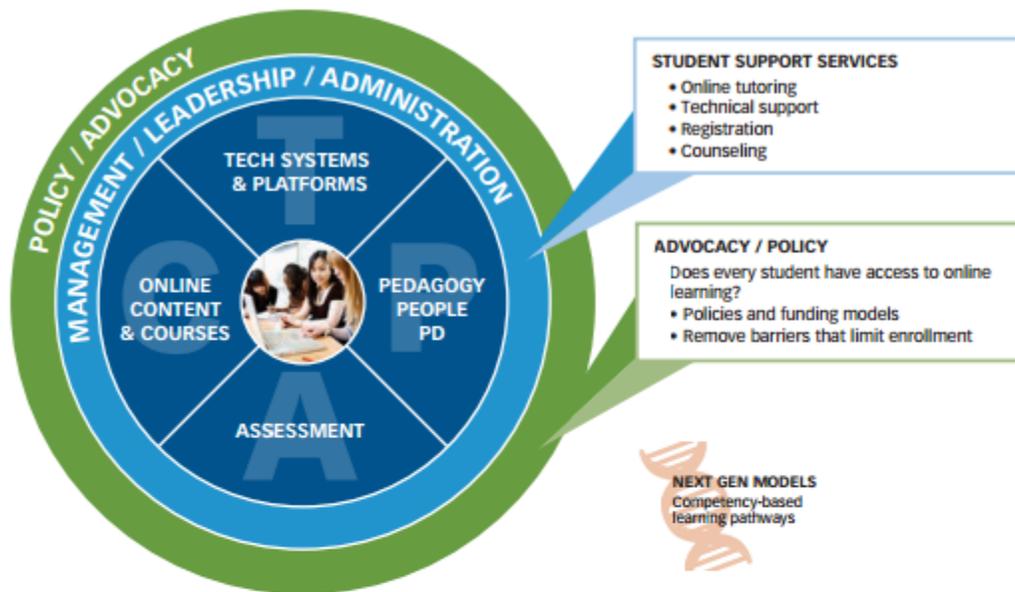
1. How will personalized learning be expanded so that it is significantly more student focused than current models? What are the expected student outcomes? What is the anticipated impact on students?

In developing the vision for a student-centered blended-learning environment in Code RVA, the committee referenced iNACOL's New Models Using Online & Blended Learning TPAC framework (Patrick , 2011) <http://www.inacol.org/wp-content/uploads/2015/02/new-learning-models-vision.pdf>. As shown on the following graphic, "the student is at the center, with each element supporting his or her individual learning. While Technology (T) is shown at the top of the list, and is essential to the development of these new models, the 'P' embraces the importance of people, new pedagogical models, and professional development to transform the traditional system into more student-centered models. These models require a shift in mindset around leadership, pedagogy and staffing roles for all educators."

Ten essential components are necessary for personalized learning and will be integrated into CodeRVA's instructional model:

- Student agency (student has voice and choice on level of standards/lesson and some control over how they learn)
- Differentiated instruction
- Immediate instructional interventions and supports for each student are on-demand, when needed
- Flexible pacing
- Individual student profiles (personalized learning plan)
- Deeper learning and problem solving to develop meaning
- Frequent feedback from instructors and peers
- Standards-based, world-class knowledge and skills
- Anywhere, anytime learning can occur and
- Performance-based assessments, such as project-based learning and portfolios of student work.

Figure 1. New Models Using Blended & Online Learning TPAC Framework



- T TECHNOLOGY PLATFORMS**
 - Enterprise architecture
 - Learning management system/virtual learning environment
 - 1:1 computing
 - Broadband internet infrastructure
 - New SIS models for standards-based and competency-based approaches
- P PEOPLE / PEDAGOGY / PD**
 - Teachers need new skills to teach online
 - Administrators need new skills to manage online programs
 - New Response to Intervention (RTI) models through blended
 - Personalizing instruction allowing students to accelerate at their own pace
- A ASSESSMENT**
 - Online / adaptive
 - Personalization engines
 - Performance-based
- C ONLINE CONTENT**
 - Online courses
 - Dual enrollment
 - Credit recovery
 - Common core curriculum

In Region I’s new CodeRVA, each student, in collaboration with a counselor, will design a personalized learning path through selection of a variety of online and blended learning curricula that combine multiple courses to facilitate accelerated mastery and completion of required coursework. Courses will be purchased through vendors or created by teachers and curriculum specialists in collaboration with partnering industry experts. Each student will progress at his or her own pace, assisted by trained facilitators and teachers.

A learning management system will be purchased or created that will allow for the administration, documentation, tracking, reporting and delivery of online courses, and peer-to-peer and peer-to-instructor communication. Rigorous rubrics will ensure that students are learning at the highest levels.

Expected student outcomes include the previously identified performance objectives, including accelerated completion of high school coursework, completion of college and/or career training, and placement in paid work experience or post-secondary education.

2. How will programs be differentiated to ensure individual learning needs are met?

Online and blended learning platforms provide greater opportunities for equitable access and inclusion. The proposed model provides access to courses, experiences and teachers not otherwise available in a traditional environment. Coursework and instructors can provide multiple methods of instruction (context, content, and instructional methodology) to ensure that students from different cultures and life experiences have the opportunity to succeed.

Because all coursework will be self-paced, each student may take whatever time is necessary to master the subject matter. Standards-based rubrics will be created so that students are able to demonstrate mastery. Understanding and mastery will be documented through a portal designed to track progress through the curriculum.

A network of student supports will be created including certified teachers, classroom facilitators and peer tutors to enable each student to rise to the level of the curriculum. The goal of the innovative high school's differentiated instruction will be to maximize student growth and individual success as measured by personal, not age- or class-based benchmarks.

3. How will restructured learning outcomes be refocused around competencies that motivate students to apply knowledge, learn for lasting understanding, and develop critical skills and dispositions for postsecondary education and training?

Multiple strategies will be examined to ensure that CodeRVA student learning is focused on competency and mastery. Strategies will include using data to drive instruction through the analysis of frequent and varying forms of assessment; use of valid and reliable assessments in ways that are meaningful to students; and assessing students on their performance in multiple ways and at multiple times to ensure they have reached proficiency. These may include adaptive, formative, embedded, performance-based, and summative assessments.

During the planning year, instructional designers will create a series of rubrics and performance assessments related to each redesigned course that will ensure that CodeRVA students will not progress through the curriculum without demonstrating mastery of the rigorous content.

4. How will student learning be objectively measured for new competency-based models?

Competency-based assessment will require that learning objectives be structured so that they are explicit and measurable. Over the planning period, working committees will research best practices on objective determination of mastery of individual standards. Increasing competency will be marked through criterion-referenced assessment rubrics. Over the long-term, increasing PSAT, and SAT scores, AP scores, and dual enrollment completions will serve as objective measures of student achievement.

5. How will the plan incorporate additional opportunities for student enrichment, personal growth and engagement outside the conventional school day or setting?

Partners CodeVA, RichTech and MAXX Potential will provide multiple and varied opportunities to students enrolled in CodeRVA. During the first two years of high school, students will engage with CS and IT professionals in Richmond area through traditional means such as facilities tours and speakers; and through non-traditional means such as hackathons, technology forums, and partner-hosted competitions.

In years three and four, students will begin a formal working relationship with MAXX Potential, emerging at the end of their paid work experience at one of four levels of competency, each of which are reflected in the employee pay scale. MAXX's business model is unique in that the company actively pursues entry-level coding work that is currently outsourced to companies outside the United States. Through their talent development program, MAXX can offer globally competitive rates, while at the same time building a talent pipeline that strengthens the local workforce. MAXX is a certified B-Corporation, which requires that it perform pro-bono work for nonprofits as well as technology education to the general public. By working with MAXX Potential, CodeRVA students will build marketable skills while being exposed to unique opportunities for future education and employment.

Over time, additional career clusters with related business and nonprofit partnerships will be developed that will adapt this model to other industries. External partners may offer students service learning opportunities or other means of accessing their career interests if paid work internships are not viable.

6. How will the learning environment be restructured with student achievement and engagement as the key drivers?

Strategies for student engagement will serve as the primary outcome of the first strategic planning session of the planning period. Through its virtual and blended nature, however, CodeRVA is seen as inherently engaging to its students. As noted by Dr. Cathy Cavanaugh in an iNACOL research brief, the online ecosystem “facilitates authentic and meaningful engaged learning all the time, everywhere. It is uniquely suited to support the essential learning actions of monologue, dialogue, and triologue: reflection, conversation, interaction with tools and media (Cavanaugh and Hargis, 2013). This ecosystem has formed around [digital devices] which support learning as a cognitive toolbox.” <http://www.inacol.org/news/cathy-cavanaugh-an-engaged-and-engaging-mobile-learning-ecosystem-for-k-12-online-and-blended-learning/>.

Academic achievement is seen as a byproduct of student engagement rather than a direct goal of CodeRVA. The innovative high school will utilize a validated tool for assessing student engagement, and teachers will be evaluated through engagement rather than knowledge.

b) Real-world connections that promote alignment with community workforce needs and emphasize transition to college and/or career

1. How will real-world opportunities (apprenticeships, work-study, competency-based learning, independent study, online learning, early college high school, early graduation, and/or innovative higher education relationships) be incorporated?

As noted previously, CodeRVA's focus on computer science and the partnership with MAXX Potential will be the first in an anticipated series of career cluster and business partnerships. Once the model has been proven, we anticipate replicating it in fields such as advanced manufacturing, health care, engineering, and other high-demand, high-wage industries.

c) Varying models for educator supports and staffing

1. How will an alternate form of school governance be instituted, including the roles of teachers, parents, and community members in decision making beyond traditional practice?

CodeRVA will begin with the formation of a regional School Board and Superintendents' Steering Committee that will have oversight for policy and budget, as well as the hiring and oversight of the Executive Director. Organizational committees are as follows and are comprised of representatives from the participating school districts:

- Academic Steering Committee, responsible for curriculum, assessment, and teacher evaluation
- Business Advisory Committees for each career pathway as developed
- Community Advisory Committee, comprised of parent and community representatives from each district

Committees will share policy-making powers with the Superintendent's Steering Committee, all policy recommendations will be vetted by the committees before being acted on by the Superintendents.

2. How will restructured school staff roles, including ways of compensating staff other than standardized salary scales be woven into the structure

CodeRVA will focus on hiring experts in the various content areas regardless of traditional experience or teacher preparation. Because of their non-traditional roles, compensation will be based on expertise and levels of contribution rather than years of experience. Other innovative compensation models will be considered as we go forward.

In addition to involvement of non-traditional instructional staff through business partners, the role of the traditional teacher will be adjusted to meet the needs of the blended learning environment. Teachers will coordinate student learning through the expanded use of technology-based tools and content. Support structures such as online tutoring will be in place 24x7 to support student learning, which will mean redefining the concept of teacher contracts. Teachers will be responsible for larger numbers of students but will be supported through non-traditional facilitators and online tutoring resources.

3. What is the rationale for implementing nontraditional models for educator supports and staffing

It has long been acknowledged that a major barrier to increasing computer science instruction in K-12 has been the lack of certified teachers in the field. Salaries and benefits in the private sector are far more attractive than traditional pay scales in public schools for these high-demand fields. Online coding courses offer an alternative for traditional instruction; supplemented with local experts and programmers to mentor, coach, or facilitate projects with students. CodeRVA administrators and non-traditional teachers will determine strategic goals for each employee that will guide compensation and potential bonuses, as is the case in the private sector.

5. COORDINATION OF INNOVATIONS

Describe how the proposed system of innovation being planned will work together and bring about

- Rigorous learning opportunities for all students

The combined experience of the large number of local school districts engaged in this project, working in collaboration with innovative organizations such as CodeVA, RichTech and MAXX Potential, will ensure that students enrolled in CodeRVA will meet rigorous curriculum standards

- High achievement for all students

Focusing on and measuring engagement will ensure that students are invested in their learning. High achievement will be a by-product of high student engagement.

- Significant reduction in learning gaps associated with socioeconomic factors and

Recruitment will occur across all demographics and enrollment will not be determined by previous academic achievement levels or prerequisites. CodeRVA will focus on each student achieving more than a year's worth of growth, thereby reducing achievement gaps over time.

- Stronger preparation for postsecondary education and training

Real-world work experience, surrounded by other professionals will prepare our students for continuation of post-secondary education or guaranteed placement in a full time position.

6. PLANNING GRANT TIMELINE

Describe how the planning grant will be implemented between July 1, 2015 and April 2016. Provide a month-by-month timeline showing planning activities, professional development, staff responsibilities, and other pertinent planning information.

MONTH-BY-MONTH PLANNING GRANT TIMELINE	
July 2015	Form Steering Committees and Business Advisory Council Recruit and hire project director
August 2015	Complete detailed plan of work for the year
September 2015	Plan Regional Innovation Summit to consider models and components Invitees: representatives from High Tech High, RePublic School, School of One, Career Path High, etc.
October 2015	Finalize summit Hold initial budget discussions Begin drafting sequence of courses; identify combined courses
November 2015	Hold Innovation Summit Recruit teachers and curriculum specialists for participation in curriculum development
December 2015	Finalize plans for innovative model components Initial meetings of curriculum developers Continue budget discussions; draft pay scales
January 2016	Form regional school board Finalize MOUs with all partners including space and staffing Draft waiver requests Create student recruitment materials Begin publicizing new school to teachers across region for future employment
February 2016	Submit application for new school status Post applications for student lottery Begin drafting professional development plan, communication plan, etc.
March 2016	Finalize all waiver requests Academic Committee finalizes curriculum decisions Conduct initial MAXX Boot Camp
April 2016	Complete detailed work plan and logic model for two year implementation <ul style="list-style-type: none"> • Professional development schedule • Communication plan • Sustainability plan • Evaluation plan Present plan to Virginia Board of Education
May 2016	Finalize budget Conduct initial curriculum writing academies Select and notify students in Cohort I
June 2016	Finalize staffing; issue contracts Conduct curriculum writing academies Conduct professional development for teachers and staff
July 2016	Conduct curriculum writing academies Conduct professional development for teachers and staff
August 2016	Conduct curriculum writing academies Conduct professional writing academies for teachers and staff Student orientation
September 2016	School opens

7. RESOURCES FOR IMPLEMENTATION

Describe the adequacy of the school division's and partners' resources and administrative commitment that ensure the program plan will be implemented with fidelity and sustained at least through the end of school year 2017-2018.

As signatories to this application, Region I independent school districts have pledged to commit staff resources to the planning year. A sustainable budget for implementation will be completed by May 2016 and is likely to include a per student tuition to the regional school board. It is anticipated, however, that the per student cost will be far less than the current high school model due to reductions in facilities and staffing costs.

8. PARTNERSHIPS

Describe the anticipated role of partnerships in expanding opportunities and engagement of students; academic and personal achievement; preparing them for real-world experiences and ensuring sustainability.

- **MAXX Potential** is a certified B-Corporation located in downtown Richmond that provides coaching and on the job training in technical areas where there is an unmet demand. MAXX will provide workplace training and experience to CodeRVA students.
- **CodeVA** is a 501(c)(3) nonprofit created to provide teacher training and to promote computer science and computer programming across Virginia. The organization will provide expertise and direct assistance in developing the scaffolded and sequenced curriculum in the first two years that will prepare CodeRVA's students for their continued training with MAXX Potential.
- **RichTech**, or the Richmond Technology Council, serves to promote the region as a technology center and provides a vehicle for addressing the needs of Central Virginia's dynamic technology community. Their membership includes technology producers, users, and service industries. RichTech will develop and coordinate with industry partners to provide opportunities for CodeRVA students to engage with computer science professionals in the Richmond region.
- **Virginia Commonwealth University School of Education** has offered support for the planning process and will serve as a partner applicant for the larger regional magnet school proposal to the USDOE.
- **J. Sargeant Reynolds Community College** has committed to working with the partners in identifying available classroom space for geographically contingent groups of students at its downtown, Parham Road and Goochland campuses.

C. BUDGET NARRATIVE

Applicant Chesterfield County Public Schools and partnering school districts in Superintendent's Region I request the maximum award of \$50,000 for planning costs associated with the development of CodeRVA. If awarded, Chesterfield County Public Schools will pay associated allowable costs up to the award maximum of \$50,000 and request reimbursement from VDOE. All funds will be encumbered by May 1, 2016 as required.

In-kind contributions and additional expenses will be covered by the participating districts. These include contributions of staff time by curriculum and technology specialists, master content teachers, and administrative personnel. Each district will maintain detailed records of staff time spent on project activities with a corresponding value attributed to that effort to serve as documentation of the LEA's contributions to the project. This documentation will be provided to the lead school division not less than quarterly.

TIME PERIOD	DESCRIPTION	IN-KIND	HSPI
Category 1000 - Personal Services			
July 2015 – May 2016	The consortium of school districts will hire a .60 FTE Project Director who will be responsible for convening partners and maintaining momentum for the overall planning project. The Project Director will work an average of 25 hours/week between August 1, 2015 and May 1, 2016. The total paid to the PD over the planning year will be \$33,000, approximately \$34/hour.		\$33,000
January 2016– May 2016	Teachers with specialized knowledge and expertise will be recruited from across the partnering districts to assist in identifying online curriculum and/or develop new curriculum for CodeRVA. Substitute costs will be borne by the district providing the teacher.	As needed	
January 2016 – August 2016	Curriculum specialists from across the participating school districts will be recruited to participate in the identification and selection of online courses for use by CodeRVA. Curriculum specialists will also assist in writing new curriculum for classes offering combined content. All staff time will be an in-kind contribution to the project. Salaries and benefits vary widely across districts; the total value of the contribution is not available.	No estimate available	
Category 2000 – Employee Benefits			
July 2015 – May 2016	All part-time positions and stipends carry FICA at 7.65% of totals. The Project Director's FICA charges will be provided as an in-kind contribution.		\$2,500
January 2016– May 2016	FICA for teachers' stipends and/or substitute costs will be provided as an in-kind contribution.	As needed	

Category 3000 – Purchased/Contractual Services			
November 2015	Representatives from national model programs such as High Tech High, Career Path High and others will travel to Virginia to participate in a Regional Innovation Summit to inform decisions regarding the structure and operation of CodeRVA. Representatives will be paid honoraria out of which they will pay their travel costs and expenses.		\$14,500

D. EVALUATION PLAN

The evaluation plan will use Stufflebeam’s Context, Input, Process, and Product (CIPP) evaluation model as it is a framework for conducting formative and summative evaluations of projects, personnel, products, organizations, and evaluation systems (Stufflebeam & Shinkfiel, 2007) and is suited for evaluating projects in a dynamic social context (Alkin, 2004). Using the CIPP model helps identify elements needing evaluation in the planning, structuring, and implementation phases while assisting service providers in assessing and improving services while making effective and efficient use of resources (Stufflebeam & Shinkfiel, 2007).

Over the one year planning phase, the evaluation will focus on the context and input aspects of the evaluation model. The first phase of the evaluation will focus on the ensuring the project director completes task within the given timeline, obtaining stakeholder perceptions of the value of the Code RVA program, and evaluating different program models at other schools. Consulting with heads of schools from High Tech High, RePublic Schools, and School of One will assist in the identification of best practices and potential obstacles needing consideration when moving forward in the planning phase. Through survey and focus group discussions, the committee will determine if the program goals and intended outcomes address the needs of the student population being served. Input evaluation will evaluate the procedures and strategies to making Code RVA a reality. This includes the evaluation of marketing materials, a comparison of criterion-based assessments from different sources, identifying available courses and assessing the scope and sequences of these courses, and ensuring the project timeline is modified as needed. Stakeholder input is essential during the planning phase and ongoing surveys, interviews, and focus group discussions will provide information that will direct the evaluation process.

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT INNOVATION PARTNER IDENTIFICATION

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

Innovation Partner:	MAXX Potential
Type of Organization:	Business
Name of Primary Contact: (Signature Below)	Kim Mahan
Title:	Founder and CEO
Address:	201 W. 7th St
City/Zip Code:	Richmond/23224
Telephone:	804-745-6486
E-mail:	kim@maxxpotehtial
Potential Innovation Project Role/Responsibility:	Advisory, future apprenticeships, workforce training and development

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.		
Date:	Signature:	Title:



Kimberly Mahan
Founder and CEO
kim@maxxpotential.com

Marcus J. Newsome, Ed.D
Superintendent
Chesterfield County Public Schools
9900 Krause Road
Chesterfield, VA 23832

May 28, 2015

Dear Dr. Newsome:

As a pioneer in technology apprenticeship programs, MAXX Potential is grateful for the opportunity to partner with the High School of the Future Consortium and local professional organizations to further the growth of our region's workforce and meet the growing demand for innovative academic solutions in K-12 Education. Our company was founded with a primary mission of helping close the IT skills gap by providing on-the-job training and real world experience to job-seekers in high-demand categories like Software Application Developers, Computer Programmers, Systems Analysts and Systems Administrators.

MAXX Potential is writing this letter of commitment to show our willingness to serve as a primary partner in this initiative. We hope to participate in the following ways:

- Participate in the planning and technical curriculum development process for the Richmond Regional School for Innovation:CodeRVA, led by the Region I collaborative committee
- Providing paid apprenticeships and on-the-job training to students who have completed the pre-screening process and first 2 years of academic instruction administered by the Richmond Regional School for Innovation:CodeRVA

Our company is committed to hiring high school students on a part-time basis and augmenting their classroom training with real-world experience, with the ultimate goal of making long-term placements with other regional companies.

MAXX Potential is optimally positioned to serve in this capacity, having already partnered with the CCWA to establish 5 formal IT apprenticeship pathways, the first of their kind in the Commonwealth, which were approved by the Virginia Department of Labor and Industry in June, 2014.

the School that Works

201 West 7th Street, Richmond, Virginia 23224 · 804.745.6486 · maxxpotential.com



Our model is unique in that we actively pursue entry-level work that is currently outsourced to companies outside the United States. Through our unique apprenticeship model, we are able to offer globally competitive rates, while at the same time building a talent pipeline that strengthens our workforce. Our customers include small businesses, start-ups, and non-profits, as well as large corporations like Genworth Financial, and other digital agencies like Impact Makers. Under the guidance of Impact Makers, our apprentices recently rebuilt the entire web presence for DC-based MedStar Health System. This project alone dramatically altered the career prospects for more than 18 individuals.

MAXX potential is a certified B-Corporation, which means that we voluntarily submit to increased transparency and regulations in order to ensure that having a positive impact on the community is never sacrificed for earning a profit. This model not only allows for, but requires that we perform pro bono work for nonprofits as well as technology education to the general public in order to provide our apprentices with a safe, hands-on learning experience.

Region 1 has a strong educational infrastructure and is an optimal location for piloting such an innovative program. We look forward to working with our regional superintendents to effect real change in the Commonwealth.

Sincerely,

A handwritten signature in black ink that reads 'Kimberly Mahan'.

Kimberly Mahan
Founder & CEO, MAXX Potential

the School that Works

201 West 7th Street, Richmond, Virginia 23224 · 804.745.6486 · maxxpotential.com

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
INNOVATION PARTNER IDENTIFICATION**

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

Innovation Partner:	CodeVA
Type of Organization:	Nonprofit
Name of Primary Contact: (Signature Below)	Chris Dovi
Title:	Co-Founder and Executive Director
Address:	300 E. Broad St.
City/Zip Code:	Richmond/23219
Telephone:	804-727-9817
E-mail:	chris@codevirginia.org
Potential Innovation Project Role/Responsibility:	Advisory; assistance with development of curriculum framework, scaffolding and an articulated sequence for CS courses necessary for success in transitioning to final two years of high school and work experience.

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

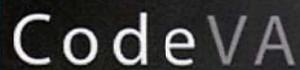
By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date: 6/1/2015

Signature: 

Title:

EXECUTIVE DIRECTOR



We teach kids to code.

Chris Dovi

Co-founder and Executive Director

Marcus J. Newsome, Ed.D
Superintendent
Chesterfield County Public Schools
9900 Krause Road
Chesterfield, VA 23832

May 29, 2015

Dear Dr. Newsome:

As Virginia's only nonprofit teacher training program and advocacy organization dedicated to promoting K-12 Computer Science education, CodeVA is excited to partner with the Region I High School of the Future Consortium and its collaborative partners from private industry in this one-of-a-kind effort to establish a viable model to answer Virginia's future workforce needs. CodeVA, a 501(c)(3) with a solitary mission of ensuring that Virginia remains the nation's top employer in Computer Science-related jobs, is proud to lend its regional name -- CodeRVA -- to the project. We stand ready to provide all available support and resources necessary to ensure that the Region I Collaborative Committee's High School of the Future proposal is a success.

CodeVA pledges to serve as a primary partner in this much-needed initiative. With nationally recognized expertise in high school computer science curriculum development and teacher training/ implementation, CodeVA will participate through:

Consultation in the initial planning and technical curriculum development process for the Richmond Regional School for Innovation: CodeRVA, led by the Region I collaborative committee,

- Provision of ongoing curriculum development/support,
- Computer Science training for teachers at the Richmond Regional School for Innovation: CodeRVA.
- Training and support for K-8 teachers from regional-wide lower schools from which CodeRVA will draw its student body.

CodeVA's keen interest in this project is simple: Computer Science is an essential core learning requirement in a 21st century workforce. According to federal statistics, more than 70 percent of jobs in critical fields of Science, Technology, Engineering and Mathematics (STEM) are actually Computer Science jobs. Most other jobs in STEM fields require a basic understanding of Computer Science principles. Yet currently fewer than 1 percent of Virginia students will take a Computer Science course before graduating. And few existing career-readiness pathways exist leading from high school to Computer Science careers or higher education options.

CodeVA already works with Virginia school divisions and with state policymakers to bridge these gaps. The opportunity to aid in the Region I collaborative effort to answer Virginia's critical shortage of Computer Science-literate workers is in line with CodeVA's mission. This mission already includes partnerships with well over a dozen Virginia school districts -- many of them in the Central Virginia region served by the proposed Region I High School of the Future.

<http://codevirginia.org/> 300 E Broad St Richmond VA 23227

CodeVA is a 501c3 nonprofit promoting computer science education for all Virginia students



We teach **kids** to code.

CodeVA's model is unique in that, rather than focusing on after-school or summer Computer Science enrichment programs, our focus is primarily on creating a scaffolded curriculum framework in schools, from kindergarten through high school, taught by highly qualified teachers. No other organization in Virginia offers similar training and curricular support at all grade levels, comprising introductory courses up through intermediate and capstone Advanced Placement classes. Our organization is affiliated nationally with Code.org, and in Virginia with key partners that include Virginia Commonwealth University, RichTech and other regional stakeholders, in efforts to raise awareness of Computer Science.

CodeVA also provides expertise in development of online curriculum delivery through both traditional online classes and through Massively Open Online Courses (MOOCs). Our Chief Education Officer is a pioneer in both fields of instructional delivery, having created the state's first online class for Hanover County Public Schools more than a decade ago, and having served as lead curriculum developer for the nation's first supported K-12 MOOC (<https://users-mooc.amplify.com/>).

All of CodeVA's training services are provided free to Virginia public school districts, a model also unique to Computer Science teacher training efforts in Virginia.

Virginia's Region 1 has served as CodeVA's partner/pilot region as it develops a model for bringing comprehensive Computer Science education to all regions of the state. We look forward to working with our partnered superintendents to create a model for Computer Science education.

Respectfully,

Chris Dovi
Co-founder and Executive Director,
CodeVA

<http://codevirginia.org/> 300 E Broad St Richmond VA 23227

CodeVA is a 501c3 nonprofit promoting computer science education for all Virginia students

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
INNOVATION PARTNER IDENTIFICATION**

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

Innovation Partner:	RichTech – Richmond Technology Council
Type of Organization:	Trade Association
Name of Primary Contact: (Signature Below)	Robby Demeria
Title:	Executive Director
Address:	4470 Cox Road
City/Zip Code:	Glen Allen 23060
Telephone:	804-270-0802
E-mail:	robby@richtech.com
Potential Innovation Project Role/Responsibility:	Advisory; networking to provide real-world experiences and project-based learning

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date: 6/1/15 Signature: *R. Demeria* Title: *Executive Director*



June 1, 2015

Marcus J. Newsome, Ed.D
Superintendent
Chesterfield County Public Schools
9900 Krause Road
Chesterfield, VA 23832

Dr. Newsome,

I am writing to express strong and enthusiastic support for the Region I High School of the Future Consortium for this one-of-a-kind effort to establish a viable model to answer Virginia's future workforce needs. I understand that the purpose of this application is to grow our region's workforce to meet the growing demand for skilled information technology workers.

RichTech, Richmond's Technology Council, is a member-driven association of businesses and organizations working together to ensure the continued growth of Central Virginia's dynamic technology-based economy. The Council includes both Technology and Associate members dedicated to the development of an infrastructure that supports the growth of existing technology industries and identifies the Greater Richmond region as a location of choice for new and emerging technology companies.

RichTech has been operating in central Virginia since 1998. We currently serve over 200 businesses and 100 state agencies, educational institutions, or non-profits in the greater Richmond region. Our Board of Directors makes up a broad cross section of technology industry (see BoD attached).

One of RichTech's primary goals is to advocate and support the creation of a technology infrastructure and technical workforce that will maximize the competitiveness of the areas technology community. Too often our members must look beyond Virginia's borders to locate and attract a workforce that is skilled in computer science, information technology, information systems, and security. We fully support this collaboration to develop a workforce here at home that is prepared for the jobs of today and future.

On behalf of RichTech, I extend our full support and commitment to this proposal.

Sincerely,

Robby Demeria
Executive Director



info@richtech.com
804.523.3415
richtech.com

Richmond's Technology Council
P.O. Box 4886
Glen Allen, VA 23058



Richmond Technology Council 2015 Board of Directors:

Rodney Blevins, Dominion
Phil Conein, TECHEAD
Dan Cornell, Altria Client Services Inc.
Tom Cricchi, SyCom Technologies
Glenn Davis, BranCore Technologies, LLC
Bob Fowler, Estes Express Lines
Steve Fox, Virginia Department of Alcoholic Beverage Control
Larkin Garbee, 804RVA
Skip Goodwillie, SLAIT Consulting
Brenna Haley, Towne Bank
Bert Hardy, Fusion
Chad Hudson, Genworth Financial
Lori Jennings, CRTProsearch
Donald Jones, Luck Companies
Kim Mahan, MAXX Potential
Eddie McAndrew, Impact Makers
Sam Nixon, State Corporation Commission
Don Parr, Deloitte
Steve Piascik, Piascik & Associates, P.C.
Michael Pirron, Impact Makers
James Ross, General Electric
Carrie Roth, Virginia Biotechnology Research Park
Jay Sanne, Capital One Financial
Sonali Shetty, Hodges Digital Strategies
Mary Lynne Staib, VACO
Bob Stolle, Center for Innovative Technology
Drew Taster, CapTech Consulting
Jeff Tharp, Bon Secours
Ian Tyndall, Altria Client Services Inc.
Mark Wensell, Peak 10 Richmond



info@richtech.com
804.523.3415
richtech.com

Richmond's Technology Council
P.O. Box 4886
Glen Allen, VA 23059

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
INNOVATION PARTNER IDENTIFICATION**

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

Innovation Partner:	J. Sargeant Reynolds Community College
Type of Organization:	Institution of High Education
Name of Primary Contact: (Signature Below)	Gene D. LeRosen
Title:	Executive Vice President
Address:	P.O. Box 85622
City/Zip Code:	Richmond/23285-5622
Telephone:	804-371-3000
E-mail:	alerosen@reynolds.edu
Potential Innovation Project Role/Responsibility:	Consultation; advisory; potential access to classroom space

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date: 5/29/15 Signature: Gene D. LeRosen Title: EVP

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT INNOVATION PARTNER IDENTIFICATION

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

Innovation Partner:	Virginia Commonwealth University
Type of Organization:	Institution of High Education
Name of Primary Contact: (Signature Below)	Christine Walther-Thomas, Ph.D.
Title:	Dean, School of Education
Address:	Oliver Hall 1015 W. Main Street
City/Zip Code:	Richmond 23284-2020
Telephone:	804-828-1323
E-mail:	cswalthertho@vcu.edu
Potential Innovation Project Role/Responsibility:	Consultation; advisory, collaborative development of future sustainability efforts

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.		
Date:	Signature:	Title:



School of Education
Dean's Office

Oliver Hall
1015 West Main Street
P. O. Box 842020
Richmond, Virginia 23284-2020

804 828-3382
Fax: 804 828-1323
TDD: 1-800-828-1120

May 29, 2015

Marcus J. Newsome, Ed.D.
Chesterfield County Public Schools
9900 Krause Road
Chesterfield, VA 23832

Dear Dr. Newsome:

The Virginia Commonwealth University (VCU) School of Education is pleased to offer an enthusiastic letter of support for the Region 1 Superintendents' *High School Program Innovation Planning Grant* proposal that will be submitted shortly to the Virginia Department of Education. My VCU colleagues and I are very supportive of this proposal to facilitate development of an innovative and effective regional secondary education model to accelerate high school completion while better preparing students for college and career.

This proposal is a well-coordinated effort among strong school divisions committed to regional collaboration, student success, innovation, and most of all, quality public education for all students. VCU has worked closely with all of these divisions over the years through a wide range of teaching, research, service, and technical assistance projects. Based on mutual respect and a long record of regional cooperation (e.g., Maggie Walker Governor's High School, the VCU SOE Metropolitan Education Research Consortium, the VCU Partnership for People with Disabilities), this new proposal would facilitate thoughtful and well-informed regional consideration about high quality 21st high school learning and best practice models. Through ongoing dialogue, stakeholder engagement, and comprehensive data collection and analysis, I am confident Region 1 stakeholders will create a new model that addresses critical questions related

to quality education for all students, equity and inclusive excellence, learning technology, and effective 21st century workforce development.

VCU would welcome the opportunity to serve as a partner during this one-year planning project and in the development of larger state and federal proposals to facilitate funding for the development of a model regional magnet high school. My SOE colleagues (e.g., Drs. Jim McMillan, Genevieve Siegel Hawley, and Debbie Speece) and I will do whatever we can to facilitate the planning process and to use this unique opportunity for us to work with our Region 1 partners to build on past successes as we work together for the future.

I thank you for your leadership with this effort and the opportunity to serve as a partner in this effort. My colleagues and I wish you the very best as this proposal moves forward. Please don't hesitate to call upon my office should you need additional information on this important project.

Best regards,

Christine S. Walther-Thomas

Christine Walther-Thomas, Ph.D.

Professor and Dean

cswalthertho@vcu.edu

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
PROJECT BUDGET**

Period of Award: July 1, 2015 - June 30, 2016							
Applying School Division:		Chesterfield County Public Schools					
Personal Services 1000					Source of Funds		
	Description				HSPI	In-Kind	Total Cost
Job titles of individuals whose salary will be charged to this project	Project Role	% FTE Administrative	Salary	Total charged to grant for this individual			
Project Director	Project direction and coordination	.60	\$33,000	\$33,000	\$33,000	NA	\$33,000
Teachers	Curriculum identification and writing	Varies	Varies	NA	NA	No Estimate	No Estimate
Curriculum Specialists	Curriculum identification and writing	Varies	Varies	NA	NA	No Estimate	No Estimate
				\$0			\$0
				\$0			\$0
				\$0			\$0
				\$0			\$0
				\$0			\$0
				\$0			\$0
Total Personal Services 1000				\$33,000	\$33,000		\$33,000

Total Project Budget for HSPI Planning Grant

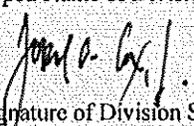
	Source of Funds		
	HSPI	In-Kind	Total Budget
Personal Services (1000)	\$33,000	\$0	\$33,000
Employee Benefits (2000)	\$2,500	\$0	\$2,500
Purchased/Contractual Services (3000)	\$14,500	\$0	\$14,500
Internal Services (4000)	\$0	\$0	\$0
Other Charges (5000)	\$0	\$0	\$0
Material and Supplies (6000)	\$0	\$0	\$0
Total Project Budget	\$50,000	No estimate available	\$50,000

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT STATEMENT OF ASSURANCES

Should an award of funds from the High School Program Innovation planning grant be made to the applicant(s)* in support of the activities proposed in this application, the authorized signatures below certify to the Virginia Department of Education that the authorized school division officials will:

1. Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001;
 - b. Title VI of the Civil Rights Act of 1964;
 - c. Title IX of the Education Amendments of 1972;
 - d. Section 504 of the Rehabilitation Act of 1973;
 - e. Age Discrimination Act of 1975; and
 - f. Americans with Disabilities Act of 1990.
3. Use grant funds to **supplement** and **not supplant** funds from nonfederal sources;
4. Take into account during the development of programming, the need for greater access to and participation by students from historically underrepresented and underserved groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the Virginia Department of Education;
6. Ensure that at least 75 percent of the professional staff at each high school participating in this proposal is in agreement with implementing the innovations as a threshold requirement of pursuing this grant;
7. Ensure that the majority of the local school board is fully supportive of the multi-year effort for innovation: and
8. Upon review of and approval by the local school board and negotiation of acceptable and pertinent waiver requests, if any, made to the Virginia Board of Education, pursue implementation of the developed plan resulting from this High School Program Innovation planning grant for the 2016-2017 and 2017-2018 school years.

By signing and submitting this Statement of Assurances, the applicant school division assures that its participating high school(s) will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia, with the exception of any waivers that may be approved by the Virginia Board of Education at a future date. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the High School Program Innovation planning grant RFP and the applicant understands and will comply with the assurances.

Typed Name of Division Superintendent	Typed Name of Division School Board President
	Signature of Division School Board President
Signature of Division Superintendent	Date
Date 5/12/15	Date

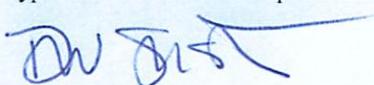
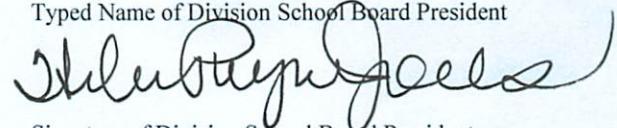
*A Statement of Assurances page is required for each participating school division. The signed Statement of Assurances page for the lead school division will follow the Proposal Cover Page in the submitted proposal packet. Other participating school divisions' Statement of Assurances pages, if any, must be included as Appendix D of the proposal.

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT STATEMENT OF ASSURANCES

Should an award of funds from the High School Program Innovation planning grant be made to the applicant(s)* in support of the activities proposed in this application, the authorized signatures below certify to the Virginia Department of Education that the authorized school division officials will:

1. Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
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 - b. Title VI of the Civil Rights Act of 1964;
 - c. Title IX of the Education Amendments of 1972;
 - d. Section 504 of the Rehabilitation Act of 1973;
 - e. Age Discrimination Act of 1975; and
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David W. Gaston, Ed.D.	Helen Payne-Jones
Typed Name of Division Superintendent	Typed Name of Division School Board President
	
Signature of Division Superintendent	Signature of Division School Board President
Date 5.27.2015	Date 5.27.2015

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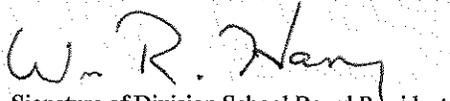
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William D. Clark
Typed Name of Division Superintendent


Signature of Division Superintendent

Date May 26, 2015

William R. Haney
Typed Name of Division School Board President


Signature of Division School Board President

Date May 26, 2015

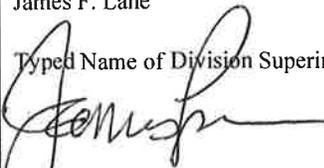
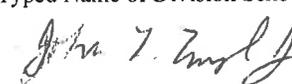
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<p>James F. Lane</p> <p>Typed Name of Division Superintendent</p>  <p>Signature of Division Superintendent</p> <p>Date 5/26/15</p>	<p>John L. Lumpkins, Jr.</p> <p>Typed Name of Division School Board President</p>  <p>Signature of Division School Board President</p> <p>Date 5/28/15</p>
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<p><i>Janelle S. Wilson</i></p> <p>Typed Name of Division Superintendent</p>	<p>Typed Name of Division School Board President</p>
<p><i>Janelle S. Wilson</i></p> <p>Signature of Division Superintendent</p>	<p>Signature of Division School Board President</p>
<p>Date <i>May 28, 2015</i></p>	<p>Date</p>

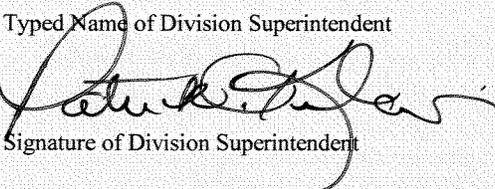
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Patrick C. Kinlaw, Ed.D. Typed Name of Division Superintendent  Signature of Division Superintendent Date 6/1/15	John W. Montgomery, Jr. Typed Name of Division School Board President Signature of Division School Board President Date
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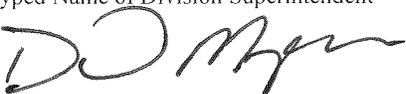
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David Myers	Sarah Barber
Typed Name of Division Superintendent	Typed Name of Division School Board President
	
Signature of Division Superintendent	Signature of Division School Board President
Date <u>5/29/15</u>	Date

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Eric L. Jones, Ph.D.

James L. Kunka

Typed Name of Division Superintendent

Typed Name of Division School Board President

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Dana T. Bedden, Ed.D.	Donald L. Coleman
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