The Virginia Department of Education

and

The State Council of Higher Education for Virginia

# ESTABLISHING A GOVERNOR’SACADEMY FORHEALTH SCIENCESGUIDANCE DOCUMENT

**Virginia Department of Education**

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## Virginia Board of EducationApproved Process for Initiating aGovernor’s Academy for Health Sciences

**Acknowledgements**

 The Governor’s Academies for Health Sciences are intended to expand options for students to acquire health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-wage, high-skill, and in-demand careers in Virginia.

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**Process for Initiating a Governor’s Academy for**

**Health Sciences**

Developing and implementing the program and administrative arrangements for a Governor’s Academy for Health Sciences involves extensive planning and discussions among the participating partners. Additionally, the Academy proposal must be reviewed by the State Council of Higher Education for Virginia (SCHEV), a representative of the appropriate Health and Medical Sciences regulatory agency and approved by the Virginia Board of Education. Partners should take this process into consideration when preparing a planning and implementation timeline. The process includes the following steps:

1. Governor’s Academies for Health Sciences must be partnerships of business and industry; public school divisions, healthcare institutions, and higher education institutions, and may include local government, including local workforce and economic development entities.
2. Partnerships desiring to implement a Governor’s Academy for Health Sciences shall provide the Virginia Department of Education (VDOE) with documentation of the following:
3. The existence of an active, ongoing Governor’s Academy for Health Sciences Planning Committee of superintendents or their designees from the participating school divisions and representatives from other partnering organizations. To the extent possible, these partners will come from existing regional industry advisory boards convened under the auspices of the regional workforce investment boards, community college workforce offices, and Career Pathways leadership teams convened by colleges and schools.
4. A statement that demonstrates the need/rationale for the Academy. This statement should be concise and state the important reasons for offering a Governor’s Academy for Health Sciences that provides enhanced or additional offerings in health sciences and career and technical education.
5. Identification of the fiscal agent, which must be a public school division.
6. A description of the proposed program, including site location, number of students, grade levels, and general curriculum design.
7. A written memorandum of agreement among the school divisions, healthcare institutions, businesses, and postsecondary institutions, and any other partners. This agreement will suggest ways in which community resources will contribute to the Governor’s Academy for Health Sciences to broaden the scope of the students’ educational experiences.
8. A statement of assurance that the Governor’s Academy for Health Sciences Planning Committee has reviewed provisions of the attached *Administrative Procedures Guide for the Establishment of a Governor’s Academy for Health Sciences* and agrees to follow the guidelines set forth in the document.
9. A statement of assurance that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs.
10. The Department of Education will review the proposal and documentation and forward the completed proposal to SCHEV and the appropriate health and medical sciences regulatory agencies.
11. The appropriate health and medical sciences regulatory agency(ies) will review the career pathways proposed for year one implementation to determine regulatory compliance and recommend or not recommend the proposal to the Board of Education.
12. The SCHEV Council will review the proposal to determine if it meets the criteria for a Governor’s Academy for Health Sciences, with particular focus on postsecondary components, and will make a report to the Council with recommendations. The Council will vote to recommend or not recommend the proposal to the Board of Education.
13. The Department of Education will make a report to the Board of Education with a recommendation, noting SCHEV’s and the appropriate health and medical regulatory agency’s recommendations in its report.
14. The Board of Education will approve or deny designation as a Governor’s Academy for Health Sciences.
15. At any point in the process, the applicant may withdraw its proposal from consideration and resubmit at a later time if desired.
16. The VDOE, Virginia Community College System (VCCS), and SCHEV will provide technical assistance to programs during the planning and implementation process as needed.

## Administrative Procedures Guide for theEstablishment of a Governor’s Academy for Health Sciences

**Administrative Procedures Guide for the**

**Establishment of a Governor’s Academy for**

**Health Sciences**

### Introduction

The Governor’s Academies for Health Sciences shall provide expanded options for students’ health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-wage, high-skill, and in-demand careers in Virginia.

### The Role of the Department of Education

The Department of Education will serve as a resource for these programs, providing technical assistance related to program and curriculum design, instructional strategies, and evaluation.

### Program Description

Each Governor’s Academy for Health Sciences Planning Committee shall develop, cooperatively with the local school divisions, appropriate health and medical sciences agencies, business and industry, community, and higher education partners and have available for review and dissemination, a program description that includes the following:

1. Statement of program goals addressing the following criteria:
2. Incorporate rigorous academic content with career and technical instruction;
3. Implement the five career pathways in health sciences:
* Therapeutic Services
* Diagnostic Services
* Health Informatics
* Support Services
* Biotechnology Research and Development.
1. Develop individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school;
2. Ensure that graduates complete a college and career readiness curriculum for one of the five health science career pathways; and
3. Incorporate *Virginia’s 21st Century Workplace Readiness Skills for the Commonwealth*.
4. Statement of program objectives and performance measures to:
5. Improve academic achievement of students in the Academy;
6. Increase completion of dual enrollment courses;
7. Provide work-based learning experiences for students through strong partnerships with businesses;
8. Increase high school graduation rates;
9. Reduce dropout rates;
10. Increase enrollment and retention in postsecondary education;
11. Increase the proportion of students completing a college and career ready curriculum in high school;
12. Reduce the proportion of students requiring remediation in college;
13. Increase the number of industry certifications awarded to high school students; and
14. Increase the number of graduates employed in high-wage, high-skill, and in-demand health science careers.
15. Programs and course descriptions
16. For year one of implementation, at least two of the five well-articulated health sciences career pathways must be available to students and meet the following criteria:
17. Each career pathway must include opportunities for students to earn industry credentials, postsecondary certificates, diplomas, or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors, and graduate levels. The five pathways in the health sciences career clusters are: therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
18. The career pathways must be identified by a statewide authority or organization, such as the Virginia Economic Development Partnership, as a strategic growth area for the region in Virginia. The pathways must address regional and local workforce demand in high-wage, high-skill health science occupations and careers as identified by employers and workforce officials.
19. These career pathways should drive the innovative capacity of the region and/or the state.
20. Each career pathway with health and medical sciences regulatory oversite must be reviewed by the appropriate regulatory agency.
21. After year one implementation, the remaining three health sciences pathways must be fully articulated and implemented within the next three years.
22. Academy graduates must achieve one or more of the following benchmarks:
23. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as College Level Examination Program (CLEP) examinations, collaboratively designed or mutually approved end-of course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; or
24. Earn at least nine transferable college credits as defined in the Early College Scholars program (includes dual enrollment, Advanced Placement, and other options); or
25. Earn an Associate Degree.
26. Significant work-based learning experience must be included, such as:
* job shadowing;
* service learning;
* mentorship;
* externship;
* school-based enterprise;
* internship;
* entrepreneurship;
* clinical experience;
* cooperative education;
* youth registered apprenticeship;
* registered apprenticeship; and
* supervised agricultural experience.
1. Length of program and daily schedule
2. Governor’s Academies for Health Sciences will be defined by program content, not by the location or delivery system of courses. Courses may be delivered in a high school, technical center or community college campus; online; or in other innovative ways.
3. Governor’s Academies for Health Sciences may be full-day or part-day, academic-year programs.
4. Assurances from the fiscal agent that ongoing operating funds and facilities are available to support the Governor’s Academy for Health Sciences and are adequate to meet the needs of the program.
5. Materials and equipment to be provided to accomplish program goals and objectives.
6. Evidence of an internal evaluation process to effect program improvement, including:
7. A review of the Academy’s policies, procedures, and outcomes;
8. A review of the program design and instructional delivery;
9. Consideration of feedback from students, staff, parents, the community, and regional partnership members; and
10. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.

### Administrative Procedures

Each Governor’s Academy for Health Sciences will maintain procedures developed cooperatively with participating partners that address the following areas:

1. Partnerships – The role of healthcare agencies, business and industry, public school divisions, and postsecondary institutions in the partnership. The role of workforce and economic development entities should also be included if they are among the partners.
2. Student recruitment, selection criteria, and admissions.
3. Code of student conduct and attendance.
4. Transportation provided by the appropriate school division in compliance with all applicable federal and state regulations.
5. Staff recruitment, selection, and assignment – The Governor’s Academy for Health Sciences shall hire personnel who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.
6. Staff development – The program will provide appropriate staff training in addition to staff planning time.
7. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.
8. Parent, student, and community involvement
9. Preparation for entering the Academy should begin by eighth grade.
10. Students, parents, teachers, and counselors should work collaboratively to:
	1. Complete career interest inventories;
	2. Prepare academic and career plans outlining an intended course of study in high school;
	3. Review multiple postsecondary pathways and the steps required to pursue them;
	4. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and
	5. Discuss available diplomas seals, and other recognitions, as well as the requirements for admission to specialized programs including Governor’s Academies.
11. Documentation that insurance and other fiscal information will be provided.

### Evaluation

The Department of Education will conduct an annual evaluation of each Governor’s Academy for Health Sciences.

## Technical Assistance Information

**Technical Assistance Information**

### Background

The Governor’s Academies for Health Sciences are intended to expand options for students to acquire health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-wage, high-skill, and in-demand careers in Virginia. They must be developed and supported by partnerships consisting of public school divisions, postsecondary institutions, government, business and industry, and other appropriate entities.

These academies are the contextual learning complement to Virginia’s successful Governor’s Schools and Governor’s Science, Technology, Engineering, and Mathematics (STEM) Academies. The Governor’s Academy for Health Sciences offer five career pathways addressing both immediate regional skill gaps and longer-term health science related strategic skill gaps identified by the state, through high standards, recognition, acceleration options, and industry and higher education partnerships.

### Purpose

The Governor’s Academies for Health Sciences will prepare students in the core academics and technical skills for successful transition to postsecondary education and careers. As the medical and health field continues to advance with technology, new job opportunities will continue to increase and emerge. Also, an aging population will increase demand for new and improved medical services and will create more jobs. Many careers within the health and medical field will require high-skilled applicants with experience in healthcare and business management. The Governor’s Academies for Health Sciences may be new programs or existing programs in which standards are raised and efforts are refocused to advance Virginia’s health sciences agenda. Partnerships among school divisions, industry, higher education, and regional workforce officials are integral to the Academy model.

### Eligibility

Governor’s Academies for Health Sciences must be partnerships of healthcare agencies, business and industry, public school divisions, and higher education institutions, and may include local government, including local workforce and economic development entities. All partners must be confirmed and active in order for a partnership to be eligible to submit a proposal to develop a regional Academy. In some cases, Academies may be defined as Joint Schools as provided for in the *Code of Virginia*, and will include representation from at least two or more school divisions within a region on the governing board. The fiscal agent for the Academy must be a school division. To qualify as a Governor’s Academy for Health Sciences, providers will be required to have an advisory committee including those listed in partnerships.

Academies must meet criteria established by the Virginia Board of Education for the Governor’s Academy for Health Sciences.

Developing and implementing the Health Sciences program and administration arrangements for the Academy involves planning and discussions among the participating partners. Partners should take this process into consideration when preparing a planning and implementation timeline. An electronic copy (WORD) of the proposal should be submitted at least six months prior to the anticipated opening date of a proposed Academy.

### Assistance

The VDOE, Virginia Community College System (VCCS), and SCHEV will provide technical assistance to the Academy during the planning and implementation process as needed. For questions or additional assistance, contact:

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## Virginia Department of EducationGovernor’s Academy for Health Sciences Planning GrantProposal Review Checklist

**Virginia Department of Education**

**Governor’s Academy for Health Sciences**

**Planning Grant Proposal Review Checklist**

1. **Partnership Capacity**

**Partnerships desiring to implement a Governor’s Academy for Health Sciences shall provide the Department of Education with evidence of the following:**

1. An active, ongoing Planning Committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity. At a minimum, members must local school divisions (superintendent or designee), health and medical sciences agencies, higher education, business and industry, and community. All partners must be represented on the committee.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. An Advisory Committee, including a list of members and signed certifications from each that they are willing and able to serve in the capacity.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. A written memorandum of agreement among school divisions, local businesses, postsecondary institutions, and any other partners that outlines ways in which community resources will contribute to the Governor’s Academy for Health Sciences to broaden the scope of students’ educational experiences.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. A statement of assurances that the Governor’s Academy for Health Sciences Planning Committee has reviewed provisions of *Administrative Procedures Guide for the Establishment of Governor’s Academies for Health Sciences* and agrees to follow the guidelines set forth in the document (see appendix).

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. A statement of assurances that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix).

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Need/Rationale for the Academy**

**Partnerships desiring to implement a Governor’s Academy for Health Sciences shall provide the Department of Education with evidence of the following:**

1. Demonstration of the need/rationale for the Academy. This statement should be concise and state the major reasons to have a Governor’s Academy for Health Sciences, including need at the state, local, and/or regional levels.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. A description of the enhanced or additional offerings in health sciences as well as in career and technical education that will meet the need described above.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. A fiscal agent that is a public school division, including a certification that the entity is willing and able to serve in that capacity.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Program Description**

**Each Governor’s Academy for Health Sciences Planning Committee shall develop cooperatively with local school divisions, business and industry, community, healthcare agencies, and higher education partners and have available for review and dissemination, a program description.**

1. **A statement of program goals addressing the following criteria:**
2. Rigorous academic content with career and technical instruction;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. For year one of implementation, at least two of the five pathways for health sciences are well articulated and fully developed and available to students. The remaining three pathways must be fully articulated and implemented within the next three years.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Evidence that graduates will complete a college and career readiness curriculum for a particular career pathway; and

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Incorporation of *Virginia’s 21st Century Workplace Readiness Skills for the Commonwealth*.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **A statement of program objectives and performance measures to:**
2. Improve academic achievement of Academy students;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Increase completion of dual enrollment courses;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Provide work-based learning experiences for students through strong partnerships with businesses;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Increase high school graduation rates;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Reduce dropout rates;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Increase enrollment and retention in postsecondary education;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Increase the proportion of students completing a college and career readiness curriculum in high school;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Reduce the proportion of students requiring remediation in college;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Increase the number of industry certifications awarded to high school students; and

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Increase the number of graduates employed in high-wage, high-skill, and in-demand careers.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **A brief description of the proposed program, including:**
2. Site location;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Number of students to be served;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Grade levels;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Curriculum design including CTE and academic;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. List of courses to be delivered;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Description of how/where the courses will be delivered. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways; and

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Designation of full-day or part-day, academic-year program.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Program and course descriptions:**
2. **D.1. For year one of implementation, at least two of the five well-articulated career pathways in health sciences must be available for students. Career pathways with health and medical sciences regulatory** **oversite must be reviewed by the appropriate regulatory agency. The remaining three health sciences pathways must be implemented within the next three years.**

Each of the five health science pathways must meet the following criteria:

**Pathway #1 – Therapeutic Services**

1. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors, and graduate levels. These pathways may be in the same or different career clusters.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must be in a high demand health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must address regional and local workforce demand in high-wage, high-skill fields as identified by employers and workforce officials.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This career pathway should drive the innovative capacity of the region and/or state.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This pathway, if requires regulatory accreditation, has been reviewed and approved by the appropriate regulatory agency.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Does not require regulatory accreditation [ ]**

**Comments:**

**Pathway #2 – Diagnostic Services**

1. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors, and graduate levels. These pathways may be in the same or different career clusters.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must be in a high demand health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must address regional and local workforce demand in high-wage, high-skill fields as identified by employers and workforce officials.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This career pathway should drive the innovative capacity of the region and/or state.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This pathway, if requires regulatory accreditation, has been reviewed and approved by the appropriate regulatory agency.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Does not require regulatory accreditation [ ]**

**Comments:**

**Pathway #3 – Health Informatics**

1. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors, and graduate levels. These pathways may be in the same or different career clusters.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must be in a high demand health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must address regional and local workforce demand in high-wage, high-skill fields as identified by employers and workforce officials.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This career pathway should drive the innovative capacity of the region and/or state.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This pathway, if requires regulatory accreditation, has been reviewed and approved by the appropriate regulatory agency.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Does not require regulatory accreditation [ ]**

**Comments:**

**Pathway #4 – Support Services**

1. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors, and graduate levels. These pathways may be in the same or different career clusters.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must be in a high demand health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must address regional and local workforce demand in high-wage, high-skill fields as identified by employers and workforce officials.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This career pathway should drive the innovative capacity of the region and/or state.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This pathway, if requires regulatory accreditation, has been reviewed and approved by the appropriate regulatory agency.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Does not require regulatory accreditation [ ]**

**Comments:**

**Pathway #5 – Biotechnology Research and Development**

1. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors, and graduate levels. These pathways may be in the same or different career clusters.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must be in a high demand health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Must address regional and local workforce demand in high-wage, high-skill fields as identified by employers and workforce officials.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This career pathway should drive the innovative capacity of the region and/or state.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. This pathway, if requires regulatory accreditation, has been reviewed and approved by the appropriate regulatory agency.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Does not require regulatory accreditation [ ]**

**Comments:**

**D.2. List of all requirements for successful program completion:**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

**D.3. Academy graduates must achieve one or more of the following benchmarks:**

1. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Earn at least nine transferable college credits (includes dual enrollment, AP and other options); **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Earn an Associate Degree.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

**D.4. Significant work-based learning experience must be included representing additional instruction or training beyond the classroom such as:**

1. Job Shadowing; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Service Learning; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Mentorship; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Externship; **or**

**Full** [ ]

**Partial** [ ]

**None** [ ]

**Comments:**

1. School-Based Enterprise; **or**

**Full** [ ]

**Partial** [ ]

**None** [ ]

**Comments:**

1. Internship; **or**

**Full** [ ]

**Partial** [ ]

**None** [ ]

**Comments:**

1. Entrepreneurship; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Clinical Experience; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Cooperative Education; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Youth Registered Apprenticeship; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Registered Apprenticeship; **or**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Supervised Agricultural Experience.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Length of program and daily schedule**

**Governor’s Academies for Health Sciences are defined by program content, not by the location or delivery system of courses. Designation of full-day or part-day, academic-year program**. **Evidence of the following must be submitted:**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Assurances from the fiscal agent that ongoing operating funds and facilities are available to support the Governor’s Academy for Health Sciences and are adequate to meet the needs of the program.**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Materials and equipment to be provided to accomplish program goals and objectives.**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **A brief description of the proposed program, including:**
2. A review of the Academy’s policies, procedures, and outcomes;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. A review of the program design and instructional delivery;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Consideration of feedback from students, staff, parents, the community, and partnership members, and

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Administrative Procedures**

**Each Governor’s Academy for Health Sciences must develop and maintain procedures developed cooperatively with participation partners. There should be evidence of procedures in the seven areas that follow:**

1. **Partnerships – The role of business and industry, public school divisions, health science related agencies, and postsecondary institutions in the partnership, and where appropriate, should include the role of workforce and economic development entities.**

**Full** **[ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Student recruitment, selection criteria, and admissions.**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Code of student conduct and attendance.**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Staff recruitment, selection, and assignment – The Governor’s Academy for Health Sciences shall hire staff members who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Staff development – The program will provide appropriate staff training in addition to staff instructional planning time.**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employment Academy personnel.**

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Parent, student and community involvement**
2. Preparation for entering the Academies should begin by eighth grade.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. Students, parents, teachers, and school counselors should work collaboratively to:

Complete career interest inventories;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

* 1. Prepare academic and career plans outlining an intended course of study in high school;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

* 1. Review multiple postsecondary pathways and the steps required to pursue them;

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

* 1. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

* 1. Discuss available diplomas, seals, and other recognitions including admission to specialized programs such as Governor’s Academies.

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

1. **Documentation of insurance, budget, and other fiscal information:**

Insurance

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

Budget (from appendix)

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

Budget Narrative

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

Other

**Full [ ]**

**Partial [ ]**

**None [ ]**

**Comments:**

## State Council of Higher Education’sGovernor’s Academy forHealth SciencesPostsecondary Checklist

**State Council of Higher Education for Virginia**

The State Council of Higher Education for Virginia (SCHEV) has been asked by the Board of Education to participate in the review process for the Governor’s Academy for Health Sciences. The SCHEV review will focus on postsecondary and business/industry partnerships of the proposed Academy. In conducting its review, SCHEV staff will utilize criteria from the *Governor’s Academy for Health Sciences Postsecondary Curriculum Review Checklist*, and forward its recommendation to the Council for approval or disapproval, with the proviso that approval may be conferred by the Council’s Executive Committee, or by the Executive Director, if necessary to meet Board of Education deadlines. SCHEV approval or disapproval will be incorporated into the Department of Education’s final review and recommendation to the Board of Education.

For additional information about SCHEV approval, contact:

Joseph DeFilippo

Director of Academic Affairs and Planning

State Council of Higher Education

(804) 225-2629

JoEDefilippo@schev.edu

**State Council of Higher Education for Virginia**

**Governor’s Academy for Health Sciences Postsecondary**

**Curriculum Review Checklist**

**Academy Name:**

**Collaborating Partners:**

**Total Funds Requested:**

**Allocated Funds for Postsecondary Component:**

**Category 1: Postsecondary Accreditation and Approvals**

1. Postsecondary institution is appropriately accredited.

1. Proposed postsecondary program has specialized accreditation if applicable.

1. Proposed postsecondary program is SCHEV and/or VCCS approved.

1. Proposed postsecondary program will be seeking SCHEV and/or VCCS approval.

**Category 2: Governor’s Health Sciences Academy Requirements**

1. Evidence of a partnership with a postsecondary institution, business, or industry, and demonstrated roles for each entity.

1. Year one, at least two of the five well-articulated health sciences career pathways must be available to students.

1. Career pathways must be identified by a statewide authority or organization, such as Virginia Economic Development Partnership, as a strategic growth area for the region.

1. Career pathways should drive the innovation capacity of the region and/or the state.

1. Pathways to be implemented in year one with health and medical sciences regulatory oversite must be reviewed by the appropriate regulatory agency.

1. After year one implementation, the remaining three health sciences pathways must be fully articulated and implemented within the next three years.

**Category 3: Postsecondary/Business Component Requirements**

1. Provides opportunities for students to earn industry credentials or state licensure, associate or baccalaureate degrees, and college credit for work-based learning experiences.

1. Articulates with baccalaureate programs or to higher levels of training or professional credentialing.

1. Demonstrates P-16 integration including curriculum development with high school, college, and university faculty (desired).

1. Includes college faculty as adjunct faculty of the academy (desired).

1. Provides opportunities for students to participate in work-based learning experiences.

**Category 4: Academic Quality**

1. Requires appropriate postsecondary faculty qualifications.

1. Requires faculty to hold industry certification, where necessary.

1. Planned professional development for faculty and administrators.

1. Planned systemic program and learning outcomes assessment.

**Category 5: Administration and Funding**

1. Funding is sufficient to support effective administrative and operational needs including materials, administrative.

1. Funding is sufficient to sustain faculty salaries, curriculum development costs, and instructional materials and delivery.

1. Facilities possess the necessary physical attributes to deliver the instructional program (classroom space, technology, labs, equipment).

## Appendices

**Governor’s Academy for**

**Health Sciences**

**STATEMENT OF ASSURANCES**

The authorized signature on this page certifies to the Virginia Department of Education that the authorized official assures that:

1. The planning committee has reviewed the provisions of *Administrative Procedures Guide for the Establishment of Governor’s Academy for Health Sciences* outlined in the Guidance Document, and understands that an implementation proposal will need to address these criteria and/or others approved by the Virginia Board of Education.
2. The planning committee agrees to follow the guidelines set forth in the *Administrative Procedures Guide for the Establishment of Governor’s Academy for Health Sciences* document.
3. If the Governor’s Academy for Health Sciences will be a jointly-operated program of at least two school divisions, an ongoing governing board will be established or maintained to reflect current Board of Education regulations relative to jointly-operated schools and programs.
4. A public school division will serve as the grant fiscal agent.

Certification by Authorized or Institutional 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 partners participating in this process to establish a Governor’s Health Sciences Academy, and that the applicant will comply with the statements of assurances.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Typed or Printed Name of Authorized Official Title

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Authorized Official Date

(copy as needed)

**Governor’s Academy for**

**Health Sciences**

**STATEMENT OF ASSURANCES SUMMARY**

*(Leave Blank – to be completed by the VDOE)*

The certification by authorized or institutional officials is held on file by the VDOE.

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 partners participating in this process to establish a regional Governor’s Academy for Health Sciences, and that the applicant will comply with the statements of assurances.

Name Title

**GOVERNOR’S ACADEMY FOR**

**HEALTH SCIENCES**

**INITIAL PLANNING/IMPLEMENTATION GRANT BUDGET**

| **A – Direct Costs** | **Local Funds** | **Other Funds (Local or grant funds to be described in Budget Narrative)** | **Perkins Funds** | **In-Kind** |
| --- | --- | --- | --- | --- |
| * + - 1. Personnel --- 1000
 |       |       |       |       |
| * + - 1. Employment Benefits --- 2000
 |       |       |       |       |
| * + - 1. Purchased/Contractual Services

---- 3000 |       |       |       |       |
| * + - 1. Internal Services ---- 4000
 |       |       |       |       |
| * + - 1. Staff Development ---- 5000
 |       |       |       |       |
| * + - 1. Summer Component Activities

---- 5000 |       |       |       |       |
| * + - 1. Travel ---- 5000
 |       |       |       |       |
| * + - 1. Contractual Services ---- 5000
 |       |       |       |       |
| * + - 1. Materials and Supplies ---- 6000
 |       |       |       |       |
| * + - 1. Equipment ---- 8000
 |       |       |       |       |
| * + - 1. Facilities ---- 8000
 |       |       |       |       |
| **B – Indirect Costs \*** |       |       |       |       |
| **TOTAL** |       |       |       |       |

* If recovering indirect costs, the rate must not exceed the federally approved indirect cost rate of the fiscal agent.