**Virginia Department of Education**

**Governor’s Academy for**

**Health Sciences Planning Grant**

**Proposal Review Checklist**

Governor’s Health Sciences Academy

at T. C. Williams High School

Reviewed June 18, 2018

**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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 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 represent regional K-12 education (superintendents or designee), higher education, healthcare agencies, and business and industry. All partners must be represented on the committee. | X |  |  | p. 36-37  Appendix H (p.157) |
| 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. | X |  |  | p. 36-37  Appendix H (p. 157) |
| 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. | X |  |  | P. 28  Appendix A (p. 52)—The George Washington University  Appendix B (p. 81)—NVCC  Appendix G (p. 127)—Goodwin House, Sentara, and INOVA affiliation agreements |
| 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). | X |  |  | Appendix K (p. 249) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 1. A statement of assurances that an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix). | X |  |  | Appendix K (p. 249) |
| 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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 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, regional, and local levels. | X |  |  | p. 4-9; emphasis on regional and local demand.  Use of [Virginia’s Labor Market Information](https://data.virginialmi.com/gsipub/index.asp?docid=342) and community profiles to obtain data. |
| 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. | X |  |  | Appendix D (p. 101) Sample Plans of Study  Appendix A (p. 51)  Appendix B (p. 81) Dual-enrollment agreements and Course offerings |
| 1. A fiscal agent that is a school division, including a certification that the division is willing and able to serve in that capacity. | X |  |  | p. 48  Appendix K (p. 249) |
| Comments: | | | | |

1. **Program Description**

**Each regional Governor’s Academy for Health Sciences planning committee shall develop cooperatively with at least two or more 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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 1. Rigorous academic content with career and technical instruction. | X |  |  | p. 9  Appendix D (p.101) Plans of Study |
| 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. | X |  |  | p. 1, two pathways will begin in 2018-19:Therapeutic and Health Informatics  p. 10-15 |
| 1. Individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school. | X |  |  | Appendix D (p. 101) Plans of Study |
| 1. Evidence that graduates will complete a college and career readiness curriculum for a particular health science career pathway. | X |  |  | Appendix A (p. 52)  Appendix B (p. 81)  Appendix D (p. 101) Plans of Study |
| 1. Incorporation of *Virginia’s Workplace Readiness Skills for the Commonwealth*. | X |  |  | CTE curriculum  Appendix C (p. 99) |
| Comments: | | | | |

1. **A statement of program objectives and performance measures to:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 1. Improve academic achievement of Academy students; | X |  |  | p. 9 |
| 1. Increase completion of dual enrollment courses; | X |  |  | p. 9 |
| 1. Provide work-based experiences for students through strong partnerships with businesses; | X |  |  | p. 9, 30-34 |
| 1. Increase high school graduation rates; | X |  |  | p. 9 |
| 1. Reduce dropout rates; | X |  |  | p. 9 |
| 1. Increase enrollment and retention in postsecondary education; | X |  |  | p. 9 |
| 1. Increase the proportion of students completing a college and career readiness curriculum in high school; | X |  |  | p. 9, 20-22 |
| 1. Reduce the proportion of students requiring remediation in college; | X |  |  | p. 9 |
| 1. Increase the number of industry certifications awarded to high school students; and | X |  |  | p. 9 |
| 1. Increase the number of graduates employed in high-wage, high-demand and high-skill careers. | X |  |  | p. 9 |
| Comments: | | | | |

1. **A brief description of the proposed program, including:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 1. Site location; | X |  |  | p. 3, 10 |
| 1. Number of students to be served; | X |  |  | p. 11 |
| 1. Grade levels; | X |  |  | p. 11 |
| 1. Curriculum design including CTE and academic; | X |  |  | p. 11-13 |
| 1. List of courses to be delivered; | X |  |  | p. 15 |
| 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 | X |  |  | p. 14 |
| 1. Designation of full-day or part-day, academic-year program. | X |  |  | p. 11-15, p. 30-31 |
| Comments: | | | | |

1. **Evidence of participation in the Governor’s Exemplary Standards Award Program for Career and Technical Education:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 35 |
| Comments: | | | | |

1. **Program and course descriptions:**

**E.1. For year one of implementation, at least two of the five well-articulated career pathways in health sciences must be available for students. 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:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| **Pathway #1 – Therapeutic Services** |  |  |  | **Surgical; Nursing; Medical Laboratory Sciences; Sports Medicine; Pharmacy; EMT** |
| 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. | X |  |  | p. 21  Appendix D (p.101) |
| 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 | X |  |  | p. 5-9, 17 |
| 1. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials. | X |  |  | p. 5-9, 17 |
| 1. This career pathway should drive the innovative capacity of the region and/or state. | X |  |  | p. 5-9, 17 |
| Comments: | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| **Pathway #2 – Diagnostic Services** |  |  |  | **Surgical; Medical Laboratory Services; Sports Medicine** |
| 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. | X |  |  | p. 21  Appendix D (p.101) |
| 1. Must be in a demanded 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 | X |  |  | p. 5-9, 17 |
| 1. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials. | X |  |  | p. 5-9, 17 |
| 1. This career pathway should drive the innovative capacity of the region and/or state. | X |  |  | p. 5-9, 17 |
| Comments: | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| **Pathway #3 – Health Informatics** |  |  |  | **Medical Laboratory Sciences; Pharmacy; 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. | X |  |  | p. 22  Appendix D (p. 101) |
| 1. Must be in a demanded 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 | X |  |  | p. 5-9, 17 |
| 1. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials. | X |  |  | p. 5-9, 17 |
| 1. This career pathway should drive the innovative capacity of the region and/or state. | X |  |  | p. 5-9, 17 |
| Comments: | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| **Pathway #4 – Support Services** |  |  |  | **Pharmacy; 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. | X |  |  | p. 17-18  Appendix D (p. 101) |
| 1. Must be in a demanded 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 | X |  |  | p. 5-9, 17 |
| 1. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials. | X |  |  | p. 5-9, 17 |
| 1. This career pathway should drive the innovative capacity of the region and/or state. | X |  |  | p. 5-9, 17 |
| Comments: | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| **Pathway #5 – Biotechnology Research and Development** |  |  |  | **Surgical; Medical Laboratory 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. | X |  |  | p. 22  Appendix D (p.101) |
| 1. Must be in a demanded 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 | X |  |  | p. 5-9, 17 |
| 1. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials. | X |  |  | p. 5-9, 17 |
| 1. This career pathway should drive the innovative capacity of the region and/or state. | X |  |  | p. 5-9, 17 |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirement for Program Completion** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 19 |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 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** | X |  |  | p. 20-22  Appendix D (p. 101) |
| 1. Earn at least nine transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); **or** | X |  |  | p. 29-31  Appendix D (p.101) |
| 1. Earn an Associate Degree. | X |  |  | p. 29-31; Appendix D (p.101)  Students may earn an Associate Degree by earning a combination of course credits at T.C. Williams High School and Northern Virginia Community College.  Students may earn over 20 credits toward a Bachelor Degree (p.11).  In addition to college credits earned through Academy courses, students will be able to earn additional college credits by taking existing dual enrollment and/or Advanced Placement (AP) courses for their core classes (p.11).  Students who complete the program with an overall GPA of 2.75 or higher will be guaranteed admission to the George Washington University School of Medicine and Health Sciences (p.2). |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 1. Cooperative Education; **or** |  |  | N/A |  |
| 1. Internships; **or** | X |  |  | p. 34 |
| 1. Job Shadowing; **or** | X |  |  | p. 34 |
| 1. Mentorships; **or** | X |  |  | p.37 |
| 1. Project-based learning; **or** | X |  |  | Instructional methodology used in all CTE courses. |
| 1. Service learning; **or** | X |  |  | p. 34 |
| 1. A combination of the above. |  |  | N/A |  |
| Comments:  \*\*Also includes Clinical Experience (p. 33) as required by regulations. | | | | |

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. Evidence of the following must be submitted:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Comments** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| Designation of full-day or part-day, academic-year program. | X |  |  | p. 35  Appendix E (p.118) |
|  | | | | |

1. **Assurances from the fiscal agent that on-going 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 48  Appendix K (p. 249) |
|  | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 50  Appendix M (p. 255) |
|  | | | | |

1. **A brief description of the proposed program, including:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 1. A review of the Academy’s policies, procedures, and outcomes; | X |  |  |  |
| 1. A review of the program design and instructional delivery; | X |  |  | p. 11  Appendix D (p.101) Plans of Study  Appendix E (p.118) Bell Schedule |
| 1. Consideration of feedback from students, staff, parents, the community, and partnership members, and | X |  |  | p. 35-36 |
| 1. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators. | X |  |  | Industry Certifications p. 20-22  CTE Local Annual Assessment Report (APR) p. 35-36 |
| Comments: | | | | |

**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 work force and economic development entities.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 36-37  Appendix A (p. 52)  Appendix B (p. 81)  Appendix G (p. 127)  Appendix H (p. 157) |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 38-40 |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 41-42 |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 42 |
| 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 42-43 |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 43-46 |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
|  | X |  |  | p. 46 |
| Comments: | | | | |

1. **Parent, student and community involvement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| 1. Preparation for entering the Academy should begin by eighth grade. | X |  |  | p. 47-48 |
| 1. Students, parents, teachers, and school counselors should work collaboratively to:    1. Complete career interest inventories; | X |  |  | p. 47-48 |
| * 1. Prepare academic and career plans outlining an intended course of study in high school; | X |  |  | p. 47-48 |
| * 1. Review multiple postsecondary pathways and the steps required to pursue them; | X |  |  | p. 47-48 |
| * 1. Participate in career assessments to identify areas students should strengthen to qualify for their selected health science pathway; and | X |  |  | p. 47-48 |
| * 1. Discuss available diplomas, seals and other recognitions including admission to specialized programs such as Governor’s Academies. | X |  |  | p. 47-48 |
| Comments: | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Documentation** | | | **Comments** |
| **Full** | **Partial** | **None** |
| Insurance | X |  |  | Appendix L (p. 252) |
| Budget (from appendix) | X |  |  | Appendix M (p. 255) |
| Budget Narrative | X |  |  | p. 48-49 |
| Other |  |  |  |  |
| Comments: | | | | |