Virginia Board of Education Agenda Item

Agenda Item: **Date:** April 25, 2013

Title	Final Review of Proposal to Establish the Hampton City Public Schools Governor's Health Sciences Academy		
Presenter	Ms. Lolita B. Hall, Director, Office of Career and Technical Education Services Mr. Jesse W. White, CTE Curriculum Leader, Hampton City Public Schools		
E-mail	lb.hall@doe.virginia.gov	**Phone**	(804) 225-2051

Purpose of Presentation:
Other initiative or requirement. Specify below:
Final review of the Proposal to Establish the Hampton City Public Schools Governor's Health Sciences Academy

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: March 28, 2013
Action: First Review

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
X	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 1: The Academy must meet rigorous criteria established by the Board of Education under the Governor's Science, Technology, Engineering, and Mathematics Academy Program. Students progress in academic and technical knowledge and skills; and their employability knowledge and skills are monitored and measured annually to ensure successful transition to college and career.

Goal 3: The Academy is designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage and high-skill health sciences careers in Virginia.

On September 7, 2012, the Virginia Department of Education announced planning/implementation grants in the amount of $10,000 each for establishment of Governor's Health Sciences Academies in the eight superintendents' regions. The Governor's Health Sciences Academy shall consists of partnerships of one or more public school divisions or multiple schools within a school division, healthcare institutions, business and industry, and higher education institutions; and offer rigorous academic content with career and technical instruction. The Academy must include specialty programs within the five career pathways.

Health Sciences Career Cluster

Career Pathways	General Description
Therapeutic Services	Care and treat patients to improve their health over time. Counsel patients and provide them the tools needed to live a healthier and problem-free lifestyle.
Diagnostic Services	Use tests and evaluations to aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.
Health Informatics	Manage health care agencies by overseeing all patient data, financial information and technological applications to health care processes and procedures.
Support Services	Assist health care professionals with a range of administrative and maintenance duties to ensure that the health care environment is maintained.
Biotechnology Research and Development	Discover new treatments and medical technologies to improve human health and advance the overall health science field.

At least two of the health sciences career pathways must be implemented initially. The remaining three pathways must be fully articulated and implemented within the next three years. Also, the Academy must agree to participate in the Governor's Exemplary Standards Award Program.

As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) has reviewed the attached proposal and recommends that the Board approve the proposal. Staff members of the Virginia Department of Education (VDOE) have also reviewed the proposal in the context of the established criteria. An executive summary of the proposal is in Attachment A. Attachments B and C are the reports from the reviews by SCHEV and the VDOE. Attachment D is the complete proposal.

Summary of Important Issues:

The proposal for the Hampton City Public Schools Governor's Health Sciences Academy located at Bethel High School will serve students from four high schools and the eight feeder middle schools. The Hampton City Public Schools in partnership with The Abreon Group, Riverside School of Health Careers, Sentara Healthcare, Hampton University, Thomas Nelson Community College, and ECPI College of Technology, will offer a comprehensive program starting with an existing middle school exploratory program of health care careers. Beginning in 2013-14, the Academy will implement the Diagnostic Services and Therapeutic Services pathways. These pathway programs will provide the core high school level academic and technical courses needed for successful transition to postsecondary education and careers in dentistry, medicine, nursing, biomedical technicians, and emergency medical technicians. By 2015-16, the Biotechnology Research and Development, Support Services, and Health Informatics pathways will be fully articulated and implemented. Students will engage in performance-based learning with programmable patients, hospital beds, practice models, and use common medical equipment such as blood pressure cuffs, stethoscopes, pulse oximeters, and a variety of electronic diagnostic equipment typically found in hospitals and clinics. Upon high school graduation, students will earn at least nine hours of dual credit, earn one or more Board-approved industry certifications, and participate in advanced placement courses.

Job projections indicate that between 2010 and 2018 there will be more than 6,700 new health care positions opening up on the Greater Peninsula, an estimated growth of 30.24 percent (Peninsula Council for Workforce Development, 2012). Students completing the Hampton City Public Schools Governor's Health Sciences Academy will be well prepared for entry into postsecondary healthcare programs or entry-level jobs in the work force.

Impact on Fiscal and Human Resources:
Funding for implementation must be provided at the local level.

Timetable for Further Review/Action:
The proposed beginning date for the Hampton City Public Schools Governor's Health Sciences Academy, is school year 2013-14.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the proposal to establish the Hampton City Public Schools Governor's Health Sciences Academy.

Hampton City Public Schools

Governor's Health Sciences Academy

Executive Summary

April 4, 2013

Partnership: Hampton City Public Schools, Hampton University, Thomas Nelson Community College, ECPI College of Technology, The Abreon Group, Riverside School of Health Careers, and Sentara Healthcare

Lead/Fiscal Agent: Hampton City Public Schools

Contact Person:
Jesse W. White
CTE Curriculum Leader, Hampton City Public School
757 727-2466
jeswhite@hampton.k12.va.us

Academy Location: Bethel High School will serve as Academy home school. Students will be eligible to attend from all four of the school division's high schools.

Number Students: The Governor's Health Sciences Academy will have the capacity to enroll 260 students, grades 9-12. During the initial school year (2013-2014) applications will be accepted for 60 students.

Career Pathways:
Diagnostic Services (2013-2014)
Therapeutic Services (2013-2014)
Biotechnology Research and Development (2014-2015)
Support Services (2014-2015)
Health Informatics (2015-2016)

Academy Goals and Description: The overall goals of the Governor's Health Sciences Academy are to provide expanded options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills health sciences careers in Virginia.

Specific Governor's Health Sciences Academy objectives include:

- Improve academic achievement of students in the Academy;
- Increase completion of dual enrollment courses;
- Provide work-based experiences for students through strong partnerships with businesses and health care institutions.
- Increase high school graduation rates;
- Reduce dropout rates; and
- Increase enrollment and retention in postsecondary education.

Program Highlights:

As a result of participating in the Governor's Health Sciences Academy, students will:

- Gain a deeper understanding of the skills and knowledge incorporated in their health sciences fields of study;
- Benefit from specialized, project-based courses which develop critical-thinking, problem-solving, and decision-making skills, preparing them for the 21st century world;
- Acquire greater communication and collaborative skills;
- Develop workplace readiness skills;
- Receive opportunities to earn industry certifications preparing them to be more competitive in the work force and when applying to advanced training schools or postsecondary institutions;
- Obtain meaningful hands-on experiences in their career pathway; and
- Benefit from opportunities for internships, mentorships, clinical, and cooperative experiences, providing the student with an advantage when entering postsecondary education and/or the workplace.

Attachment B

The State Council of Higher Education for Virginia

Review of Governor's STEM Academy Proposal

Name of Lead Entity on Proposal: *Hampton City Public Schools*

Date of Review: April 11, 2013

The State Council of Higher Education for Virginia recommends approval of: *Governor's Health Sciences Academy*

Peter Blake
Director

4/15/13
Date

Attachment C

Virginia Department of Education
Governor's Health Sciences Academy
Planning Grant
Proposal Review Checklist

For

Hampton City Public Schools
Governor's Health Sciences Academy

Virginia Department of Education
Governor's Academy for Health Sciences
Planning Grant Proposal Review Checklist

I. 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	
A. 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			
B. 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			
C. 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			
D. 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.	X			

Criteria	Documentation			Comments
	Full	Partial	None	
E. 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).				N/A
Comments:				

II. 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	
A. 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			
B. 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			
C. A fiscal agent that is a school division, including a certification that the division is willing and able to serve in that capacity.	X			
Comments:				

III. 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.

A. 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			
2. 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			
3. Individualized high school plans to ensure course selections that are aligned with students' transition and career goals after high school.	X			
4. Evidence that graduates will complete a college and career readiness curriculum for a particular health science career pathway.	X			
5. Incorporation of *Virginia's Workplace Readiness Skills for the Commonwealth*.	X			
Comments:				

B. A statement of program objectives and performance measures to:

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

C. A brief description of the proposed program, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Site location;	X			
2. Number of students to be served;	X			
3. Grade levels;	X			
4. Curriculum design including CTE and academic;	X			
5. List of courses to be delivered;				
6. 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			
7. Designation of full-day or part-day, academic-year program.	X			
Comments:				

D. Evidence of participation in the Governor's Exemplary Standards Award Program for Career and Technical Education:

Evidence	Documentation			Comments
	Full	Partial	None	
		X		Program assessment will be conducted during the next cycle of the Governor's Exemplary Standards Award process. The assessment documentation process is underway.
Comments:				

E. 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				
a. 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			
b. 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			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #2 – Diagnostic Services				
a. 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			
b. 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			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #3 – Health Informatics				
a. 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			
b. 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			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #4 – Support Services				
a. 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			
b. 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			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #5 – Biotechnology Research and Development				
a. 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			
b. 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			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

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

Requirement for Program Completion	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

Criteria	Documentation			Comments
	Full	Partial	None	
a. 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			
b. Earn at least nine transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); **or**	X			
c. Earn an Associate Degree.	X			
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	
a. Cooperative Education; **or**			N/A	
b. Internships; **or**				
c. Job Shadowing; **or**				
d. Mentorships; **or**				
e. Project-based learning; **or**				
f. Service learning; **or**				
g. A combination of the above.	X			
Comments:				

F. 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			

G. Assurance 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			

H. Materials and equipment to be provided to accomplish program goals and objectives.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			

I. 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			
2. A review of the program design and instructional delivery;	X			
3. Consideration of feedback from students, staff, parents, the community, and partnership members, and	X			
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.	X			
Comments:				

IV. 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:

A. 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			
Comments:				

B. Student recruitment, selection criteria, and admissions.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

C. Code of student conduct and attendance.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments: Students that live outside of the Bethel High School zone will be required to provide own transportation.				

E. 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			
Comments:				

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

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

G. 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			
Comments:				

H. Parent, student and community involvement

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

V. Documentation of insurance, budget, and other fiscal information:

Criteria	Documentation			Comments
	Full	Partial	None	
Insurance	X			
Budget (from appendix)	X			
Budget Narrative	X			
Other				
Comments:				

Attachment D

Hampton City Public Schools Governor's Health Sciences Academy Proposal

Bethel High School 430
1067 Big Bethel Road, Hampton, VA
757-827-4400

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Program Overview

Introduction
This proposal will describe how Hampton City Schools (HCS) will implement the Governor's Health Sciences Academy. HCS expects this Academy will increase rigor in all related academic subjects, meet local and regional employer needs, and develop students to meet the current and imminent health care industry needs. HCS has a career academy currently in place that will convert easily to a successful Governor's Health Sciences Academy with additional plans of study. Currently known as the Health and Medical Sciences Academy (HMSA), the Academy will retain the name to assure that current students are able to recognize the academy as a separate and unique entity.

Bethel High School originally implemented the HMSA to mitigate attrition rates at the regional technical center and to implement a career academy based on a school reform initiative. HMSA requires all students to take Introduction to Health Occupations in ninth grade and Medical Terminology in tenth grade as foundation courses.

In HCS, students may take high school credit courses in middle school which allows them to take higher level or advanced mathematics and science courses as well as participate in career experiences. The current academy has a logo, an identified teacher cohort, a site council, and health and medical laboratory space designated as the core HMSA classroom. Students apply their learning by using modern medical equipment, programmable patient simulators, and learn a variety of skills. Students apply their science coursework and learn biology, anatomy, physiology, chemistry, and physics through hands-on learning. With this experience, students have a higher-level foundation to take Advanced Placement (AP) courses that would not otherwise be available.

The HMSA design provides rigorous academic preparation and realistic job previews and experiences for students prior to participating in health science programs that lead to industry recognized credentials and state licenses. The HMSA at Bethel and a STEM-Health Choice Program at Phenix PreK-8 are the only sites in Hampton City Schools with health and medical sciences programs and pathways. In summary, Hampton City Schools has in place a Grade 6-12 health and medical pathway. It is in these efforts that an expansion into the five health science pathways plans of study will be possible and student outcomes, level of teaching, partnerships, and experiences will meet or exceed the Governor's Heath Sciences Academy requirements.

History
In 2007, Hampton City Schools broke ground on two pre-kindergarten through eighth-grade schools. Each school has a STEM (science, technology, engineering, and mathematics) Choice Program. The vision for the Hampton STEM Choice Program is to educate the next generation of innovators necessary for Virginia businesses to remain competitive in a global economy. The curriculum is designed to motivate and challenge students by building their knowledge and critical thinking skills through cutting-edge, technology-infused performance-based instruction. Performance-based learning connects students to the world beyond the school walls, helping students to appreciate the social relevance of their studies while exploring STEM careers. The intentionally small learning

environment and strong support network of peers, teachers, and community members help every student achieve success. The Phenix PreK-8 program is in STEM Health and the property adjoins Bethel High School where the current HMSA is located. STEM-Health Choice Program students, as well as any rising ninth grader, may apply to the HMSA.

In 2009, Bethel High School chose to implement the HMSA career academy as part of the division's school reform initiative and strategic plan. HMSA currently has three strands (local plans of study) to extend a small Introduction to Health Occupations program to targeted careers needed in Hampton and the Virginia Peninsula. In 2011, Medical Terminology was added.

Also, in 2011, the Peninsula Council for Workforce Development with Thomas Nelson Community College, area health care providers, the six Greater Peninsula school divisions, and others assembled into a health sciences cluster group to study current and emerging work force needs. This effort led to a Workforce Investment Act (WIA) incentive grant designed to develop or identify support programs that increase the number of Peninsula residents attaining recognized industry or state credentials in areas such as personal care aide, certified nurse aide, medication aide, occupational therapy aide, physical therapy aide, and licensed practical nursing for targeted participants as measured against Workforce Investment Board or Department of Labor common measures.

In 2012, Hampton City Schools achieved College Board AP Honor Roll status. HCS is one of twelve school divisions in Virginia to achieve this academic honor for simultaneously increasing access to Advanced Placement courses and raising achievement on the examinations. The College Board also cited HCS for increasing Advanced Placement participation and achievement of traditionally underserved graduates including "African Americans, American Indian, Hispanic/Latino and low-income students." HCS increased the number of students taking AP exams by 18 percent and the number of qualifying scores by 35 percent.

Today, the HMSA is in its second cohort year with a new principal and a renewed effort to increase rigor, relevance, and relationships in the HMSA by proposing this Governor's Health Sciences Academy.

Current Application Process

The Governor's Health Sciences Academy will use the existing HMSA marketing and application materials given that student course selection process occurs before the Governor's Health Sciences Academy is approved. The HMSA is open to all Hampton City Schools students by application, with a maximum cohort enrollment of sixty incoming ninth-grade students (See Appendices A and B). Accepted applicants will attend the Governor's Academy for Health Sciences at Bethel High School rather than their zoned high school.

The Governor's Health Sciences Academy application is multi-part (parent, student, school counselor and teacher recommendation) in the attempt to assure that students seriously consider the career pathways and make an informed choice. Any Hampton City Schools student entering the ninth grade may apply by March 1 of the school year. Application approval is required for participation in the Academy. Space is limited to 60

students per entering cohort (maximum enrollment is 240). Students outside of the Bethel High School bus zone must provide their transportation.

Academy Marketing and Recruiting
Academy students and teachers have an identifiable Academy "brand" and wear either scrubs or an academy shirt with the HMSA logo while in the community or on-site. This will change to the Governor's and Medical Health Sciences Academy logo.

All of Hampton's career academies and CTE magnet programs have a site on the division Web site with information, applications, and other material at: http://www.sbo.hampton.k12.va.us/schools/careeracademies/careeracademies.html. Additionally, in the late fall, a letter with Academy brochures is sent to all current eighth-grade households. A marketing video was created to show students in the Academy and hear them describe why they entered the Academy and what they seek to do with a career. The video is on YouTube, shown as a commercial on PEG TV Channels 46 and 47 during events such as sports half-time and time outs, and a copy is available to show at career night and other marketing events.

Additional marketing and recruiting will be conducted through middle school activities directed at seventh- and eighth-grade students. These will be in the form of enrichment programs with medical providers. Enrichment programs include "Super Saturdays" during the school year, on-site medical provider activities for students, and summer programs (See Appendix E for an example). All HMSA marketing materials and application will be changed to the Governor's Health Sciences Academy branding.

Vision, Goals, and Pathway Strands

The vision of Governor's Health Sciences Academy is:

> "Embracing the industry cluster, the Governor's Health Sciences Academy is an immersive education environment focused on building a foundation of medical knowledge, skills, and experiences in students while completing high school. With this foundation, students will make informed decisions to pursue education, training, and licensing in health care and related careers. By being part of this academy, students will apply their core academics in the context of medical careers to help them find the path that best suits their aptitudes and interests."

Students are expected to take and apply rigorous academic coursework. Experiences include Governor's Health Sciences Academy classroom and off-site work. A major goal is to offer opportunities to earn nine or more dual enrollment or AP credits.

Current HMSA strands (plans of study) are designed for students to pursue their education in three areas related to the field of health and medical science:

- Strand 1: Therapeutic Services: Doctor of Medicine (MD), Doctor of Dental Surgery (DDS), Registered Nurse (RN), Licensed Practical Nurse (LPN), etc.
- Strand 2: Biotechnology Research and Development: Technical, bio-engineering, medical equipment technician, etc.

- Strand 3: Diagnostic Services: Allied health, Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), (to include a variety of industry certification programs), etc.

These plans of study will be broadened to include the five Health Sciences Pathways required in 2013-14 recruitment year documents as follows:

- Therapeutic Services
- Support Services (new pathway)
- Biotechnology Research and Development
- Diagnostic Services
- Health Informatics (new pathway)

Short-Term Goals

- Governor's Health Sciences Academy students will complete Introduction to Health Occupations and Medical Terminology or Project Lead The Way Biomedical courses.
- Governor's Health Sciences Academy students will successfully take advanced mathematics beyond Algebra II by senior year.
- Governor's Health Sciences Academy students will complete at least four years of science coursework.
- Governor's Health Sciences Academy students will earn one or more Virginia Board of Education-approved industry credentials.

Long-Term Goals

- Governor's Health Sciences Academy students will earn a minimum of nine transferable credits through dual enrollment and/or AP courses.
- Governor's Health Sciences Academy students will enroll or obtain employment in health, science, or medical postsecondary programs or in related fields as measured in the annual student follow-up survey. The first cohort will graduate in 2014-2015.
- Governor's Health Sciences Academy enrollment will represent a nontraditional population as defined by the United States Department of Education.

The common base courses, Introduction to Health Occupations and Medical Terminology, are centrally located in a designated classroom/laboratory in the school. The intent of the design is to replicate a clinical environment and use medical equipment that supports learning the concepts in the two core classes and especially Medical Terminology. By September 2014, Governor's Health Sciences Academy will add Project Lead the Way Biomedical Sciences.

Hampton City Schools created the COMPASS school reform plan in 2007. COMPASS involved many exponential changes in HCS with rigor, relationships and relevance being the driving forces behind this reform initiative. To guide students in the right directions, this investment in education is paying off with more students graduating from high school fully prepared for the global economy. The first reform was to create a rigorous curriculum and increase rigor and relevance. A more challenging curriculum prepares

students for postsecondary education and success in today's workplace. A curriculum instructional framework was finalized in 2007-2008 that is research-based, rigorous, interdisciplinary and responsive to constantly evolving career paths. The Governor's Health Sciences Academy will incorporate these additional goals by:

Rigor

- Providing appropriate teaching and learning experiences that utilize a student-centered, inquiry-based, and differentiated approach.
- Embedding mathematical learning across core subjects and requiring all students to successfully complete and apply science and mathematics as an outcome.
- Meeting or exceeding all appropriate state Standards of Learning.
- Connecting student learning across the curriculum and utilizing interdisciplinary approaches to project-based learning. The Governor's Health Sciences Academy curriculum will structure project-based, career-centered learning on applications of the scientific method.
- Promoting the development of workplace readiness skills, especially critical thinking, problem solving, initiative, innovation, presentation, and teamwork.
- Preparing students with the organizational and study skills necessary for higher education.
- Incorporating performance-based assessment.
- Supporting teachers through professional development to utilize cutting-edge instructional technologies and strategies, including game-based learning and modeling and simulation.

Relevance

- Connecting students through service learning to the world beyond the school walls such that students may appreciate the social relevance of their studies.
- Developing civic engagement and responsibility.
- Exploring local careers that use precise scientific measurement, employability skills and customer-driven activity.
- Embedding and maintaining current workplace technology or simulations throughout all instruction and across the curriculum.

Relationships

- Creating a small-learning environment in which students share the same cadre of core-subject teachers.
- Providing after-school/extracurricular activities conceptually linking them to the Academy's theme to provide opportunities for students to strengthen relationships with teachers and peers and increase bonding to the school.
- Building multifaceted relationships with local business/industry, nonprofits, and higher education as mentors, as project consultants, as program providers, as internship supervisors, and other employers seeking an employee pipeline starting in the academies.
- Building parents' understanding of health sciences career pathways and preparation for postsecondary study through orientation and continued education opportunities.

- Building a strong, collegial teacher team through intensive, shared professional development, industry internships to remain current in field, and through institution of a common planning time.
- Providing support for shy or timid students (introverts) who would not typically stand out, come forward, volunteer, or feel connected with the Academy.

The Governor's Health Sciences Academy fully supports the COMPASS School Reform initiative.

Rationale

The five plans of study are clearly tied to specific work force needs on the Peninsula. These are based on local Career Pathways activities as well as Commonwealth of Virginia initiatives, and in federal requirements that providers must follow. The logic of how Hampton City Schools tied the Governor's Health Sciences Academy pathways to these needs is described below and itemized under the five plans of study or career pathways. In the main, Governor's Health Sciences Academy will be part of regional efforts, draw from the four high schools and eight middle schools in the City of Hampton, and include higher education, the regional center, and local providers to assure fidelity to the cluster work force needs. See Appendix D for a list of the Governor's Health Sciences Academy Planning Committee and Advisory Council.

Therapeutic Services, Support Services, and Diagnostic Services Pathways
In 2011, the Peninsula Council for Workforce Development extended the role of a health care industry cluster group to include representatives at all levels of health care education (K-career) and industry (e.g., hospital groups and long-term care). This group identified levels of need in critical shortage areas, emerging needs, and education programs and providers. This effort is captured in a report, *ROADMAP TO SUCCESS! A VA Peninsula Strategic Plan for Career Pathways in Healthcare: Allied Health Occupations 2012-2018"* (ROADMAP to SUCCESS), dated July 2011. The Peninsula Council for Workforce Development (PCFWD) and Thomas Nelson Community College (TNCC) created a partnership for a WIA incentive grant designed to develop or identify support programs to increase the number of Peninsula residents attaining Health Cluster recognized industry or state credentials in areas such as personal care aide, certified nurse aide, medication aide, occupational therapy aide, physical therapy aide, and licensed practical nursing. The plan is expected to increase industry access, certifications and placements for targeted participants as measured against Workforce Investment Board or Department of Labor common measures.

The ROADMAP to SUCCESS shows that the Virginia Peninsula contains six contiguous localities bordered on three sides by water and is made up of the cities of Hampton, Newport News, Poquoson, and Williamsburg and the counties of York and James City and later added a seventh adjacent locality, Gloucester County, which also lies in Local Workforce Investment Area (LWIA) XIV of the Greater Virginia Peninsula. The Virginia Peninsula is the service region for the largest public postsecondary and work force training institution in the area, Thomas Nelson Community College (TNCC), serving some 17,000 credit and 13,000 noncredit students annually. It is the service division for the jointly operated regional education center, New Horizons Regional Education Centers (NHREC), and provides, among other services, technical and apprenticeship training for the six school divisions in LWIA XIV.

The Virginia Peninsula has a long-established history of public-private business and education partnerships that have won grants and earned national recognition for outcomes from the U.S. Department of Labor, the National Science Foundation, the U.S. Department of Education, the National Association of Workforce Board, and others. Included in these efforts are the annual Youth Career Expo, the ongoing Youth Career Cafés, and several summer enrichment opportunities for students.

The six contiguous localities of the Virginia Peninsula entered into a 20-year partnership with the Virginia Community College System to build and fund a work force center in Hampton, the Peninsula Workforce Development Center (PWDC). The Center, now in its tenth year, has served more than 40,000 individuals per year with training courses and services. The localities had a long-standing, ongoing partnership to collaboratively operate the region's one-stop system, known as the Peninsula Workforce Development Center and achieved or exceeded all of its performance measures. The region's six public schools divisions formed an active Regional Career and Technical Advisory Committee in 2003 and established dynamic and diverse individual system career pathways plans coordinated with local industry through their previous Tech Prep Consortium and continue to meet formally. It is estimated that 63 percent of the region's high school graduates will go directly into the work force or into a two-year institution.

Given the close proximity of the cities and counties on the Peninsula, it is common for someone to live in one city and work in another. Health care and social assistance occupations are a large portion of the total work force on the Peninsula. These positions are 9 percent, 10 percent, and 12 percent of the total work force in James City County, Hampton, and Newport News respectively. Those same jobs show growth potential with 10 percent, 10 percent, and 13 percent of all new hires for the first quarter of 2011 in the same respective cities. With 4,560 workers (almost 25 percent) in the health care field 55 or older as of March 2011, retiring workers will leave their positions opening up more opportunity for entry level applicants. Between 2010 and 2018 there are expected to be 6,779 new health care positions opening up on the Greater Peninsula, an estimated growth

of 30.24 percent! Combined with positions opening due to retirement there are an estimated 10,000 health care occupation opportunities in the near future on the Peninsula alone. The highest expected entry-level growth occupations on the Greater Peninsula are estimated as follows:

- Physical therapy assistants 45.95 percent- (51 new hires)
- Physical therapy aides 51.75 percent- (105 new hires)
- Personal care aides 60.21 percent- (345 new hires)
- Home health aides 57.27 percent- (496 new hires)
- Medical assistants 35.55 percent- (283 new hires)

In addition, Hampton University (HU) recognized that it had a unique combination of vision and know-how to leverage into an additional medical educational provider. HU has an outstanding physics department with a graduate medical physics program, strong ties to the nearby Thomas Jefferson National Accelerator Facility, a longstanding relationship with the local cancer treatment community in Hampton Roads, and a history of successful scientific and other large-project management. HU built a 98,000 square foot Proton Therapy Institute (HUPTI) with a total of five treatment rooms. HUPTI is the only proton therapy cancer treatment center in Virginia and is located about one mile from the Governor's Health Sciences Academy. HUPTI is the largest free-standing proton therapy institute in the world and is a state-of-the-art research and training facility with an additional beam line dedicated to proton therapy research. Moreover, Hampton University broke ground in 2012 on a biomedical research center. These advances are expected to draw other medical service providers to the region.

When including other health careers, it is estimated that one in four jobs on the Virginia Peninsula are in the health care field. This high demand creates a qualified applicants gap that Hampton City Schools can assist in closing with the opening of a Governor's Health Sciences Academy.

To determine the needs of the region, PCFWD conducted face-to-face interviews with employers and with key educational providers. Employers were chosen who represent a wide variety of health care service providers including, but not limited to, long-term care, hospitals, rehabilitation services, and doctors' offices. Key educational personnel were chosen from each of the six public school systems, as well as from each private and medical institution represented in the region. In addition to interviews, two surveys were conducted. The first, *Greater Peninsula Health Care Employer Survey*, was designed for health care employers in the region. The second, *Health Care Career Survey*, was aimed at high school students in the region to determine their interest in a health care career after graduation. The survey also included questions aimed at determining where they intended to receive postsecondary education and whether they intended to stay in the region when they joined the work force.

Current vacancies are primarily for LPN, RN, and CNA positions. The businesses range from long-term care facilities to large regional hospitals. The survey had a total of 35 participants resulting in 16 completed and 19 partial surveys. Based on data gathered as part of the survey, these organizations represent more than 68,000 employees. The employer survey conducted throughout the Greater Peninsula of health care employers shows that:

- 73 percent are currently hiring.
- 62 percent of these organizations expect to grow zero to five percent in the next twelve months.
- 60 percent expect growth greater than five percent in the following five years.

Of particular note are the following results:

- 6.7 percent of local employers are satisfied with the quantity and quality of available workers.
- 46.7 percent are happy with the quantity of workers but show quality is lacking.
- 40 percent are disappointed with both the quantity and quality. This may point to a quality-of-training issue that would need to be resolved.

The top three labor-related issues affecting participating organizations were:

- Quantity of qualified workers.
- Turnover/retention of skilled employees.
- Compensation issues.

Some suggestions on improvements include nursing internships, enhanced computer skills, augmented communication skills, and better retention measures. Approximately 25 percent of the students (108) surveyed stated they were most likely to pursue a career in health care, making it the highest ranked.

The student survey also gave insight into some reasons for their interest in health care. For example, 50 percent of students surveyed noted that their main reason for wanting a career in health care was to help people. Those same students also said that they received most of their knowledge about health care careers from school and family.

This Governor's Health Sciences Academy application draws heavily on this group for its planning and advisory group and includes Riverside Regional Medical Center, Sentara Healthcare, Thomas Nelson Community College, ECPI University Medical Careers Institute, Hampton University, New Horizons Regional Education Centers, Peninsula Council for Workforce Development, The Abreon Group, and other informal partners (See Appendix D).

Health Informatics Pathway

In the fall of 2008, the American Medical Association (AMA), American Academy of Family Physicians (AAFP), American College of Physicians (ACP), Medical Group Management Association (MGMA), eHealth Initiative, and the Center for Improving Medication Management, a collaborative of the Surescripts, AAFP, MGMA, BlueCross BlueShield Association, Humana and Intel published *A Clinician's Guide to E-Prescribing*. The guide provided an overview for practices seeking to understand basic e-prescribing information as well as details on how to successfully implement meaningful use.

The HITECH Act passed in early 2009 seeks to improve American health care delivery and patient care through an unprecedented investment in health information technology. The provisions of the HITECH Act are specifically designed to work together to provide the necessary assistance and technical support to providers, enable coordination and alignment within and among states, establish connectivity to the public health community in case of emergencies, and assure the work force is properly trained and equipped to be meaningful users of electronic health records (EHRs).

Health informatics allows comprehensive management of medical information and its secure exchange between health care consumers and providers. The American Medical Informatics Association (AMIA) recognizes that there is a critical shortage of trained professionals to meet the demands of local health care providers. Health care facilities are among the largest employers in the region and offer expanding career opportunities. These organizations have an urgent need for professionals who can bridge the gap between the worlds of medicine and information technology. Informatics is one of the fastest-growing areas in health care. One recent independent analysis reported that postings for health care informatics jobs grew by 36 percent between 2007 and 2011.

HITECH introduced the concept of meaningful use of EHRs to ensure that use of the technologies adopted under its incentive program could be measured. Many of the HITECH programs are designed to continue to drive e-prescribing adoption and successful use within the broader context of EHRs and health information exchange. E-prescribing is an important component of meaningful use.

In order to qualify for incentive payments, participating physicians need to demonstrate they are using certified EHR technology in ways that can be measured in both quality and quantity. A well-trained provider work force is necessary to assure these measures.

Electronic prescribing is rapidly becoming a standard of practice with about one-third of office-based prescribers (more than 230,000 by the end of 2010) actively e-prescribing. E-prescribing is just one aspect of a broader transformational movement within health care. The industry is moving toward more appropriate alignment of financial incentives to lead to a more patient-centered, coordinated, and accountable model of care delivery. Health

information technology is widely viewed as an important tool to support health care financing and delivery reform and lead to higher quality and more effective cost management.

Biotechnology Research and Development Pathway

According to a study in 2011, the Virginia Bio Consortium reports the bioscience industry supported nearly 80,000 direct and indirect jobs in Virginia. The value of this industry's products and services was approximately $13.7 billion in 2008. Between 2001 and 2008, bioscience employment in Virginia grew by 23 percent, compared with six percent for all occupations statewide. Between 2001 and 2008, the number of bioscience companies in Virginia grew by 55 percent, compared with 18 percent for all companies statewide. The industry paid employees about $1.8 billion in wages in 2006, resulting in $81.6 million in state taxes and $433.3 million in federal taxes. Biopharmaceutical employees paid, on average, $4,091 in state taxes, compared with the much more modest $1,501 paid by the average worker in Virginia. In 2008, Virginia's biomedical researchers conducted nearly 1,900 clinical tests of new medicines, including 678 trials for cancer drugs, 102 tests for heart disease medicines, 232 rare disease treatment trials and 80 tests for HIV/AIDS drugs.

Program Description

Students may begin their health care studies by attending the STEM-Health Choice Program at Phenix PreK-8. This program is exploratory in nature and coursework includes:

- Sixth Grade STEM-Health 9-week exploratory investigating health care careers and the human body which includes learning to check vital signs and wraps up with a measurement activity.

- Seventh Grade STEM-Health 18-week students explore health care careers, educational requirements and expected job demands. Students learn the basics of giving injections and pulse points. They finish their semester-long class with a nutrition unit which culminates in a "Healthy Snack Cook-Off." School and community members judge the snacks for nutritional value, creativity, presentation, and taste.

- Eighth Grade STEM-Health 36-week students complete their higher-level Synergistic computer modules. During the semester, students volunteer with the special needs pre-school class. The school's physical therapist and occupational therapist provide tours of the therapy room and demonstrate their intervention techniques. The Health Occupation Students of America (HOSA) members master basic medical terminology in preparation for the HOSA Spring Conference competition. Currently, 12 student members will attend. Many of the students apply to continue their health and medical sciences education at Governor's Health Sciences Academy.

The Governor's Health Sciences Academy has established formal partnerships with local health care providers and higher education (Appendix D). The Academy will recruit rising ninth-grade students from all middle schools in Hampton who choose a health science career option. The HOSA will be an integral part of the classroom and laboratory instruction. Students will be prepared to earn the American Heart Association Basic Life Support certification. At the end of this program, students will have attained advanced academic skills, content knowledge, and critical thinking abilities that are required for success in a health science career.

Additional activities include hospital tours, veterinary clinic tours, CPR training and first aid, and participation in regional events such as mass casualty practice with emergency medical service providers. Governor's Health Sciences Academy students engage in performance-based learning with programmable patients, hospital beds, practice models, and common equipment such as blood pressure cuffs, stethoscopes, pulse oximeters, and a variety of electronic diagnostic equipment typically found in hospitals and clinics. Specifically, the students will be able to:

- Work as a contributing and cooperating member of a team.
- Lead a team.
- Use appropriate verbal, written, and/or visual mediums to communicate project results with a wide variety of audiences.
- Understand the potential impact their ideas and products may have on society.
- Think critically.
- Recognize and solve problems.
- Manage time, resources and projects.
- Research, collect, and analyze data.
- Apply the scientific method in a collaborative project.
- Experience mathematics and science in application and innovation while integrating research, writing, and reporting skills in an applied health sciences career environment.
- Describe the targeted Health Sciences field, the types of careers in the targeted fields, and the secondary and postsecondary preparation required for entry to these careers.

Programs of Study

There are five plans of study required in this application. These are:

- Therapeutic Services
- Support Services
- Biotechnology Research and Development
- Diagnostic Services
- Health Informatics

In the overall effort to earn a diploma while preparing for the health sciences career each plan of study has unique completer sequences tied to locally relevant careers. These do not extend to the professional training after earning a bachelor's degree but do set students on a clear direction. Other experiences allow the students to interact with working professionals as well as engage in enrichment activities, experience realistic job previews, and develop a clear sense of the career fields. (See detailed Pathways Plans of Study in Appendix C.)

Plan of Study	HMSA Governor's Health Sciences Academy Course Sequences and Options
Therapeutic Services	Introduction to Health Occupations (8181) Medical Terminology (8383) • Nurse Aide I (8360) • Nurse Aide II (8362) **or** • Practical Nursing I (8357) • Practical Nursing II (8358) • Senior Mentorship (WBL2)
Support Services	Introduction to Health Occupations (8181) Medical Terminology (8383) • Accounting (6320) • Advanced Accounting (6321) • Computer Information Systems (6612) • Advanced Computer Information Systems (6613)
Biotechnology Research and Development	***Foundation Courses*** • Principles of the Biomedical Sciences (8379) • Human Body Systems (8380) • Medical Interventions (8381) ***Capstone Course*** • Biomedical Innovation (8382)
Diagnostic Services	Introduction to Health Occupations (8181) Medical Terminology (8383) • Medical Assistant I (8345)* • Medical Assistant II (8346)* * New Horizons Regional Education Center
Health Informatics	Introduction to Health Occupations (8181) Medical Terminology (8383) • Principles of Business and Marketing (6115) • IT Fundamentals (6670) • Advanced Computer Information Systems (6613) • Computer Information Systems (6612) • Programming (6640) • Computer Mathematics (3184)

Table 1: Key Courses in Each Plan of Study

Postsecondary Opportunities

Hampton and its surrounding area has several colleges, universities, certification programs, and diploma programs through which students can enhance and extend the learning experience begun at the Governor's Health Sciences Academy. Two major hospital groups are located in the area. The Peninsula health care providers, public schools, colleges, universities, and community partners are committed to combining their knowledge and, where possible, sharing resources to support the planning effort to develop a collaborative regional approach to meet the demands of the 21st century workplace. These include Riverside Regional Medical Center, Sentara Healthcare, Hampton University, ECPI University Medical Careers Institute, Everest College, Old Dominion University, the College of William and Mary, and Thomas Nelson Community College.

Dual enrollment coursework will be developed over the three-year implementation requirement of the Governor's Health Sciences Academy. Advanced Placement courses are available and others may be added as the Academy develops. Each plan of study has at least one industry credential students may earn that is either directly related to the coursework or related to other important measures of success.

Course Code	Name	Department
1195	AP ENGLISH/LIT 12	Language Arts
1196	AP ENGLISH/LANG 11	Language Arts
2212	AP HUMAN GEOGRAPHY	Social Studies
2319	AP US HISTORY	Social Studies
2380	AP WORLD HISTORY	Social Studies
2445	AP GOVERNMENT:US	Social Studies
2902	AP PSYCHOLOGY	Social Studies
3177	AP AB CALCULUS	Mathematics
3177	AP BC CAL CULUS	Mathematics
3192	AP STATISTICS	Mathematics
4370	AP BIOLOGY	Science
4370	AP BIOLOGY (vir)	Science
4470	AP CHEMISTRY	Science

Table 2: Advanced Placement Courses Currently Available to Governor's Health Sciences Academy Students

Work-based Experiences

Bethel High School and Hampton City Schools will convene and coordinate a partnership team representing higher education, medical providers, and others who will plan and advise Governor's Health Sciences Academy in implementing the Governor's Health Sciences Academy. Partnership members shall serve on a Planning/Advisory committee with members of the K-12 education community.

Governor's Health Sciences Academy offers a program of study designed to expand options for students to acquire skills in health sciences and in the five distinct plans of study as outlined in Appendix C. The program combines academic coursework, research experience, and experiential learning within a challenging and focused school environment to prepare students for 21st century health careers.

Students will gain knowledge and skills needed to succeed in health care settings such as hospitals, research labs, and clinics by learning how to work in teams, communicate effectively, and apply the principles of science, technology, engineering, and mathematics as applied to the health care sector. Students are expected to attend one or more extracurricular events at partner sites (e.g., Explorer Post at Sentara, job shadow, assisting school nurses in elementary schools, and other similar clinical experiences). Other extra-curricular events include participating in regional mass casualty response, Health Occupations Student Association, and assisting school nurses with medical checks (e.g., hearing).

Students will build their chosen career pathway on key skills received at Governor's Health Sciences Academy and needed for success in postsecondary training and education as well as in health care fields. With an emphasis on partnerships and experiences, students will be able to take rigorous courses they may not otherwise attempt in science, mathematics, and health care provider courses.

Parent, Student, and Community Involvement

The Governor's Health Sciences Academy will create diverse educational experiences by involving and interacting with diverse groups. The Governor's Health Sciences Academy has created strategic alliances by interacting with students outside of the Academy, parents and community groups through on-site activities with providers, social media outreach, and enrichment activities. For example, Governor's Health Sciences Academy members support in-school examinations for hearing and eyesight testing. Academy students are given intensive training on the administration of these tests and can go to local school clinics to perform hearing and eye tests under the supervision of the school nursing staff.

Current HMSA and future Governor's Health Sciences Academy students already reach out to community organizations as they participate in emergency and disaster relief preparedness drills as role-players. They will also shadow emergency medical professionals as they simulate large-scale disaster relief or medical emergency treatment of large groups of citizens. Students will also have the opportunity to interact with our local health care partners during field trips and visits from guest speakers.

Governor's Health Sciences Academy staff believe that parents are a critical support component for the Academy. Parents will receive regular updates about Academy activities and opportunities via e-mail, letters, and flyers. Additionally, parents will be invited to summer companion programs where they can participate in parallel activities with their children by learning first aid, CPR and content about the five pathways offered by the Academy.

All three of these outreach strands will be supported by the HCS Web site area designated for Academy updates as well as Facebook and Twitter accounts. These online resources can be used to disseminate breaking news and build camaraderie among Academy students, parents and community. Online presence of the Academy will be governed by the Hampton City Schools Acceptable Use Policy. Refer to Appendix E: Super Saturdays and Summer Experiences for more information on summer activities.

Operational Structure

Fiscal Authority
Hampton City Schools will act as fiscal agent for the Governor's Health Sciences Academy. Hampton City Schools follows the policies and procedures of the School Board of Hampton and all applicable state and federal laws with all assurances and agreements.

Academy Policies
Governor's Health Sciences Academy follows the policies and procedures of the Hampton School Board. These policies and procedures are stored electronically and may be found at the Hampton City Schools Web site:
http://www.sbo.hampton.k12.va.us/index.html.

Budget Narrative
The Governor's Health Sciences Academy budget reflects current Governor's Health Sciences Academy budget items and proposed summer, Saturday, and 2013-14 school year budgets. See Appendix E for specific activities and plans. This narrative will start by generalized categories organized by line item. Additional descriptors will be provided in context of student workshops and parent workshops.

Items 1 and 2: Personnel costs reflect payroll for teachers to work on off-contract projects and activities, and reflect both Saturday and summer activities. The in-kind portion is an estimate of provider staff hours and volunteer labor through various groups (parents, PTA, and others).

Item 3: Purchased/Contractual Services refer to consultant fees in creating the plan. The 3000 budget code also refers to approved co-curricular HOSA attendance, travel, etc. These items are over the two-year period and include the middle school HOSA club.

Item 4: not used.

Item 5: Staff Development includes attendance at the Health and Medical Sciences Education Association (HAMSEA) conference by the current Governor's Health Sciences Academy teacher. Additional opportunities arise in concert with local partners and advisers.

Item 6: Summer Component Activities are described in "Student Summer Workshops" on page 19.

Item 7: Travel includes vehicle rental for field trips. Yellow bus transportation may be required for field trips or student transportation during off-contract hours and when buildings are closed.

Item 8: Contractual Services includes consultant fees to ensure the summer activities and coordinated events occur as outlined in Appendix E.

Item 9: Materials and Supplies include CPR protective equipment, certificate paper, and items needed to conduct the Super Saturday and summer events. These are not the same as the Governor's Health Sciences Academy instructional supplies, which are not accounted for in this budget.

Item 10: Classroom Equipment includes purchases of hospital beds, models, and simulators used in the laboratory, and computerized lab equipment and trainers (e.g., IV Arm or CPR "Annies").

Student Summer Workshops

Leadership Resources: The facilitator would be a certified teacher, preferably one associated with the Governor's Health Sciences Academy. The facilitator role would be to collaborate on the curriculum and lead the Academy students in the four days of activities as well as attend the final evening presentations. One facilitator should be enough to manage 35 students with the help of two medical students in attendance as assistants.

Meals: Students would be required to bring a bag lunch for the non-travel days. On field trip days, there would be a catered lunch. If the meal budget allowed, healthy snacks would also be provided. Additionally, bottled water would be provided each day.

Transportation: Buses would be provided to travel to Williamsburg for the cadaver lab as well as the operating room at Riverside in Newport News.

Consultant: Consulting services would allow the facilitator to focus on classroom facilitation while the consultant completed all the pre-workshop paperwork, logistical details (including registrations), event documentation and workshop evaluations. All pre-workshop work is included in the price for attendance at the two four-day workshops, including the evening parent workshops.

Supplies: This category would include all paper, writing implements, and other items needed to conduct the workshop.

Presentation/reception: As a culminating activity, the reception would include snack items and certificates for all students.

Parent Summer Workshop

The Parent Workshop is a companion program to the student summer experience. The workshop would be 90 minutes in duration each of the four evenings of the summer experience. Parents would be given opportunities to explore each of the pathways and learn first aid, CPR and emergency preparedness. Funds to conduct this workshop include a teacher/facilitator, school facilities, and CPR/first aid Instructors.

Budget

The following table outlines the anticipated budget for the remainder of the 2012-13 and all of the 2013-14 school years. The budget includes summer activities, off-site activities, co-curricular activities, and events such as Career and Technical Education Student Organization and extracurricular enrichment events.

2012-14 Budget				
	State Funds	**Perkins Funds**	**Other Funds***	**In-Kind**
1. Personnel --- 1000	$3,000.00			$3,500.00
2. Employment Benefits --- 2000	$230.00			
3. Purchased/Contractual Services ---- 3000 (include HOSA)	$3,000.00	$2,000.00		
4. Internal Services ---- 4000				
5. Staff Development ---- 5000		$1,200.00		
6. Summer Component Activities ---- 5000		$2,000.00		$3,500.00
7. Travel ---- 5000	$800.00			
8. Contractual Services ---- 5000	$2,970.00	$2,630.00		
9. Materials and Supplies ---- 6000			$400.00	
10. Classroom Equipment ---- 8000		$15,000.00		
11. Facilities ---- 8000				
COLUMN TOTAL	**$10,000.00**	**$20,830.00**	**$400.00**	**$7,000.00**
TOTAL - $38,230.00				

*** Local or grant funds to be described in Budget Narrative**

Table 3: Projected Governor's Health Sciences Academy Budget

Appendices

Appendix A: Bell Schedule and Attendance

Bell Schedule

First Block	8:20 - 9:50	Lunch Schedule (During Third Block)	
Second Block	9:55 - 11:25	First Lunch	11:25 - 11:55
Third Block	11:30 - 1:35	Second Lunch	11:58 - 12:28
Fourth Block	1:40 - 3:09	Third Lunch	12:30 - 1:00
		Fourth Lunch	1:05 - 1:35

Attendance
Students are expected to maintain attendance in class in order to receive credit. Each student will be limited to five (5) absences (excused or unexcused) per semester in order to receive credit for the class.

Absences:
Parents are required to verify any absence within twenty-four (24) hours through written notice or the absence will be classified as unexcused.

Early Dismissals:
There will be no early dismissals by phone! All dismissals require a written request from parent and/or legal guardian. Each dismissal will be confirmed per phone call to said parent/guardian. Walk-in dismissals are permitted. For safety reasons, students may not be dismissed from school during the last twenty (20) minutes of the school day.

Tardies:
Students reporting to school 8:30 a.m. or later must report to the attendance office for a tardy note to class. Only three (3) notes from parent/guardian confirming a tardy will be accepted per semester. All tardies thereafter will be unexcused. Exceptions are: doctor's note, court note or other legal document.

Appendix B: Academy Recruiting and Student Application

Recruitment Letter Mailed to All Rising Ninth Grade Students

Hampton City Schools
Career & Technical Education
One Franklin Street
Hampton, Virginia 23669-3570
(757) 727-2466

Jesse W. White, Curriculum Leader

December 17, 2012

Dear Parents and Guardians of Hampton City Schools 8th grade students:

I am writing to inform you of a real opportunity for rising 9th grade Hampton City Schools' students. Enclosed, you will find three brochures outlining one component of the Hampton City Schools COMPASS School Reform plan. These are called Career Academies.

Career Academies are an academic plan of study with a career goal in mind. Based on the National Career Academies Coalition National Standards of Practice, these were developed from over 40 years of research and practice. Research shows that academies make a positive difference in graduation and dropout rates, guide career choices and goal setting for young people, and increase academic achievement. The term "Career Academy" is defined as a smaller learning community that provides an immersive academic experience with a career focus.

More information about Career Academies may be found @ www.ncacinc.org

We are excited to announce the opening of Hampton City School's newest Career Academy next September at Kecoughtan High School. The Architecture and Applied Arts (AAA Academy) incorporates Fine Arts in the plans of study as well.

Please, take a few moments today to discuss this wonderful opportunity with your child. Talk to your child about what they would like to do in school and how they can prepare for careers and college at the same time. Then, discuss the plan of study with your child's School Counselor.

You may look for applications, additional information about the Career Academies, as well as information about our high schools on the Hampton City Schools website under "Our Schools" (see: http://www.sbo.hampton.k12.va.us/schools/schools.html).

Thank you,

"The First Choice"
www.sbo.hampton.k12.va.us

Brochure

Health& Medical SCIENCES Academy

All applications are due by March 1, 2013. Please note that this is a multi-part application (Parent, Student, School Counselor and Teacher Recommendation are all required). Application approval is required for participation in the Academy. Space is limited to 60 students and all out of zone students must provide their own transportation. If you have any questions please view the Health Occupations Brochure or contact the Guidance & Counseling Department at 825.4424.

For more information about Career Academies and other High School offer - ings in Hampton City Schools, visit http://www.sbo.hampton.k12.va.us/schools /schools.html

Health Occupations Students performing physical coordination testing on 6-year-old students at Phenix School.

To Sign Up

See Your School Counselor

Hampton City Schools
1 Franklin ST
Hampton, VA
Phone: 757.727.2000
www.hampton.k12.va.us

Bethel High School
1067 Big Bethel RD
Hampton, VA 23666
Phone: 757.825.4400
Fax: 757.825.4465
http://bhs.sbo.hampton.k12.va.us

Health& Medical SCIENCES Academy

College bound or not...
If you are interested in
any Health Care Profession;
we prepare you for that challenge!

Health And Medical Sciences Career Academy
(Housed at Bethel High School)

The Health and Medical Sciences Career Academy (HMSA) is an immersive education environment focused on building a foundation of medical knowledge, skills, and experiences in students while completing high school. With this foundation, students will make informed decisions to pursue education, training, and licensing in healthcare and related careers. By being part of this career academy, students will apply their core academics in the context of medical careers to help them find the path that best suits their aptitudes and interests.

Academy Strands

Students may pursue their high school course offerings in three career stands related to the field of health and medical science:

Strand 1: Medical Doctor, D.D.S, RN, LPN

Strand 2: Technical, Bio-Engineering, Medical Equipment

Strand 3: Allied Health (to include a variety of industry certification programs)

Health Occupations Students teaching "Hand washing Skills" to students at Phenix school.

Health Occupations Students performing hearing screenings at Phenix school to K-8 students.

Health& Medical SCIENCES Academy

Hampton City Schools does not discriminate on the basis of race, color, national origin, sex, disability, age or other protected classes in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:
Robbin G. Ruth, Executive Director of Human Resources • One Franklin Street, Hampton, VA 23669 • 757 727-2318

SY _____ Application

(Fill in School Year)

HEALTH AND MEDICAL SCIENCES ACADEMY

(Governor's Health Sciences Academy)

The mission of the Health and Medical Sciences Academy is to create a small learning community designed to develop students for entry into high-wage, high-demand careers in health, medicine, and biotechnology.

The Governor's Health Sciences Academy student is a capable individual who possesses the maturity and independence to accept the challenges of working in a medical career where courtesy, caring for people, nurturing, precision, and maintaining a high level of technical expertise are requirements. The Governor's Health Sciences Academy student is able to embrace a constantly changing environment, is interested and excited about being part of an intimate community of peers and faculty, and expects to make a difference in people's lives every day. Students accepted into Governor's Health Sciences Academy who live outside of the Bethel High School zone must provide their own transportation.

Please return to your school counselor or to Bethel High School no later than March 1st.

Health and Medical Sciences Academy
1067 Big Bethel RD Hampton, VA 23666
(757) 825-4400
(757) 825-4465 fax

Students will be notified, by mail, of their status whether accepted, waiting, or denied)

PLEASE READ CAREFULLY:

By submitting this application and signing below, I understand there is a commitment of effort and time that my child is undertaking if accepted into the Health and Medical Sciences Academy. This includes attending events and gaining experiences in the Health and Medical Sciences workplaces.

Additionally, I agree to enroll my child in Governor's Health Sciences Academy for at least one full school year. I further understand I am required to request reassignment at the end of each year while my child is enrolled at Governor's Health Sciences Academy. If at the end of any high school year my child is unwilling or unable to continue studies at Governor's Health Sciences Academy, she/he will return to the high school of her/his attendance zone.

(Parent/Guardian signature) _____ Date: _____

Please print your name: _____

Please enclose the following documents with this application packet:

1. Student application *in the student's own hand writing*, enclosed.
2. At least two different teacher recommendations (form attached)
3. Copy of your PSAT/SAT scores (if taken) or other standardized (non-SOL) scores.

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Governor's Health Sciences Academy Application

Legal name of student: _____

Age: _____ Date of Birth: _____ SSN: _____

Name(s) of Parent/Legal Guardian: _____

Home address: _____

(Street) (City) (Zip)

Parent e-mail address: _____

Residence phone: _____ Business Phone: _____ (fax): _____

Current High School (by attendance zone): _____

School presently attending: _____

Is your child currently in the Health and Medical Sciences program at Phenix Prek-8? **YES NO**

Does the applicant have a family member enrolled or applying for admission to Governor's Health Sciences Academy or Bethel HS? **YES NO**

If so, student name: _____ Student current grade level: _____

School Counselor Section

Please check student pathway: _____Allied Health _____Medical Sciences

Student's present grade level: _____ Guidance Counselor: _____

Guidance Counselor Phone Number: _____ E-mail Address: _____

Previous Career and Technical ourses_____

_____

___ High Recommendation ___Medium Recommendation ___Low Recommendation ___ Do Not Recommend *(please explain)*

Please provide comments if student may not meet all completer requirements.

_____

_____

_____ _____ _____ _____

Student Signature Counselor Signature Parent/Guardian Signature Date

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Governor's Health Sciences Academy Application (cont.)

Student must complete the following pages personally.

Student Name: _____ HCS Student ID #: _____

Legal Guardian: _____ (home) _____ (cell) _____ (work)

What interests you in attending Governor's Health Sciences Academy?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Write a brief summary of your middle school experience. Tell what things have made it a positive or negative experience.

_____

_____

_____

_____

_____

_____

_____

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What are your strengths?

_____

_____

What is your greatest need for personal growth?

_____

_____

What are your career goals?

_____

_____

Have you ever been suspended from school? If yes, please explain.

_____

_____

_____

Answer the following questions:	**YES**	**NO**
1. **Do you currently use a planner to keep yourself organized?**	_____	_____
2. **Have you ever considered dropping out of school?**	_____	_____
3. **Do you have good study habits?**	_____	_____
4. **Are your school materials organized?**	_____	_____
5. **Have you taken the SAT?**	_____	_____
6. **Do you feel accepted in your current school?**	_____	_____
7. **Do you believe a college education will benefit you?**	_____	_____

8. **List the community and service-related activities in which you are currently or have been involved.**

_____

_____

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Check the characteristics below that best describe you. ***Check all that apply.***

_____creative	**_____team player**	**_____good time management skills**
_____shy	**_____misunderstood**	**_____meticulous**
_____friendly	**_____independent thinker**	**_____need attention**
_____flexible	**_____strong leadership skills**	**_____able to deal with conflict**
_____loner	**_____readily accepts authority**	**_____need help with organization**
_____listening	**_____like to read and write**	**_____like to be around people**
_____decisive	**_____take my time with things**	**_____follows the rules every time**

Add others:

_____

_____

The following essay will be used as a major part of your overall rating when determining your acceptance. Please respond thoughtfully.

HSMA offers a rigorous academic curriculum that will require you to demonstrate a high level of commitment, maturity, responsibility, and organization. Tell us how you will use your current skills or changes that you will need to make in order to be successful in our program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Hampton City Schools does not discriminate on the basis of race, color, national origin, sex, disability, age or other protected classes in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies.

Teacher Recommendation Form

TEACHER RECOMMENDATION FORM

Health & Medical Sciences Academy

Student's Name: _____ Date: _____

Teacher: _____ Subject: _____

Counselor: _____ School: _____

Directions to Student: Complete the information above and give a separate form to the following teachers for recommendations: your current English teacher and one other teacher from math, science, or CTE.

Directions for Teacher: The student listed above is applying for admission to the HCS Health and Medical Science Academy at Bethel High School. Please mark the box below that best represents your assessment of this student.

Attribute	Almost Always	Often	Occasionally	Rarely	Never
Ease of Learning – Enjoys the challenge of problems, assignments, and issues. Learns quickly.	☐	☐	☐	☐	☐
Adaptability – Approaches ideas and problems from a number of directions. Finds the alternative means of solving problems. Thinks about ideas in new ways.	☐	☐	☐	☐	☐
Initiative and Enthusiasm – Is a highly motivated independent worker. Seeks additional tasks; is intellectually curious; and stays actively engaged in activities.	☐	☐	☐	☐	☐
Persistence – Stays with tasks to accomplishment of larger goals.	☐	☐	☐	☐	☐
Reliability and Integrity – Is scrupulous and punctual in fulfilling obligations; readily takes responsibility.	☐	☐	☐	☐	☐
Reasoning – Uses logical analytical reasoning and/or creative, divergent, thinking to consider ideas or solve problems. (e.g., originality and elaboration of thinking.)	☐	☐	☐	☐	☐
Communication – Communicates effectively.	☐	☐	☐	☐	☐
Organization – Manages time, resources and materials; meets deadlines; divides tasks into subtasks.	☐	☐	☐	☐	☐
Leadership Qualities – Shows respect and tolerance of other's views. Is willing to accept the ideas of others and contributes to the group process. Influences others in a positive manner.	☐	☐	☐	☐	☐
Success – Displays the ability to succeed in a challenging program.	☐	☐	☐	☐	☐

Appendix C: Plans of Studies

Rev: 3/25/13 -HCS

Cluster: Health Science **Pathway: Diagnostic Services**

EDUCATION LEVELS	GRADE	English/Language Arts	Mathematics	Science	Social Studies/ Science	Recommended Electives *Use state course titles*	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtmlhttp://www.careerclusters.orghttp://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Pre-Algebra (3112) or Algebra I (3130)	Life Science (4115)	U S History (2354)		Exploratory Health and Medical Sciences (8370)	Lab Technician Process Technician Data Entry Clerk Quality Assurance Technician Quality Control Technician Biochemist Microbiologist Research Assistant Research Scientist
MIDDLE	8	English 8 (1120)	Algebra I (3130) or Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)	Keyboarding/Middle (6150)	Computer Applications (6617/6611)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								
SECONDARY	9	Honors English (1130)	Geometry (3143) or Algebra II (3135) or Trigonometry	Biology (4310)	World History/ Geography I (2215)	Economics and Personal Finance6120 Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Introduction to Health and Medical Sciences (8302)	
SECONDARY	10	Honors English (1140)	Algebra II (3135) or Trigonometry or	Chemistry	World History/ Geography II (2216)		Medical Terminology (8383)	
SECONDARY	11	Honors English (1150)	Trigonometry/Elem Functions or AP Calculus AB	Biology AP/Physics/Physiology/Forensics	US/VA History (2360) AP History		Medical Assistant I (8345)	
SECONDARY	12	Honors English (1160)	Elem Functions or Calculus or Probability and Stats or AP Calculus AB or AP Calculus BC	Physics/Physiology/Anatomy /Forensics	US/VA Government(2440)		Medical Assistant II (8346)	
SECONDARY	**Additional Learning Opportunities:** CTSO Organization(s): ☒ FBLA ☒ HOSA **Work-Based Learning:** ☐ Career Research ☐ Cooperative Education ☐ Internship ☐ Mentorship ☒ Job Shadowing ☐ Service Learning Project							
List related certifications/credentials approved by VDOE and offered locally: http://www.cteresource.org/apg (Go to Certification - License Section.) Workplace Readiness Skills for the Commonwealth (CTECS)								

POSTSECONDARY	SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)			
	Pathway	**Associate Degree, College Certificate, or Apprenticeship**	**Bachelor's Degree**	**Postgraduate Degree**
	Diagnostic Services	Medical Laboratory – AAS Radiography - AAS		

College: Riverside School of Health Careers **School Division(s): Hampton City Schools**

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS | College Entrance Exams such as ACT & SAT

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester			A & P for the Allied Health Prof HLT 114		Introduction to Healthcare HLT111	Intro to Physics for the Allied Health Prof HLT151	Introduction to Radiologic Technology RAD 111	Patient Care RAD 121
Year 1 2nd Semester			A & P for the Allied Health Prof – Lab HLT 114B		Medical Ethics & Law HLT 112	Radiologic Procedures I Radiologic Procedures I Lab	Radiation Physics & Equip I	Clinical Orientation RAD 102C
Year 2 1st Semester					RAD 113 Radiologic Procedures II	RAD 113L Radiologic Procedures II Lab	RAD 153 Radiation Physics & Equip II	RAD 183 Image Acquisition & Display RAD 103C Clinical Education I
Year 2 2nd Semester					RAD 214 Radiologic Procedures III RAD 214L Radiologic Procedures III Lab	RAD 274 Image Analysis & QC I	RAD 284 Radiation Biology & Protection	RAD 204C Clinical Education II

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

Related Industry Certifications Available:

Additional Suggested Learning Opportunities:
Work-Based Learning:
☒ Cooperative Education ☒ Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College: Old Dominion University
Degree or Major: Medical Technology/Medical Laboratory Science
Number of Articulated CC Credits:

Notes:

Cluster: Health Science **Pathway: Support Services**

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/Language Arts	Mathematics	Science	Social Studies/ Science	Recommended Electives *Use state course titles*	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Pre-Algebra (3112) or Algebra I (3130)	Life Science (4115)	U S History (2354)	Health and Physical Education	7 Exploratory Health and Medical Sciences (8370)	
	8	English 8 (1120)	Algebra I (3130) or Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)	Keyboarding (6150, 6151, or 6152)	8 Exploratory Health and Medical Sciences (8370)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								• Central Service Manager • Facilities manager • Materials Manager • Medical Records • Insurance Billing • Ward Secretary • Environmental Services Manager
SECONDARY	9	Honors English (1130)	Geometry (3143) or Algebra II (3135) or Trigonometry	Biology (4310)	World History/ Geography I (2215)	Economics & Personal Finance Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): Accounting (6320) Advanced Accounting (6321)	Introduction to Health and Medical Sciences (8302)	
	10	Honors English (1140)	Algebra II (3135) or Trigonometry	Chemistry	World History/ Geography II (2216)		Medical Terminology (8383)	
	11	Honors English (1150)	Trigonometry/Elem Functions or AP Calculus AB	Biology AP/Physics/Physiology/Forensics	US/VA History (2360) AP History		Computer Information Systems (6612)	
	12	Honors English (1160)	Elem Functions or Calculus or Probability and Stats or AP Calculus AB or AP Calculus BC	Physics/Physiology/Anatomy/Forensics	US/VA Government(2440)		Advanced Computer Information Systems (6613)	
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg/
Workplace Readiness Skills for the Commonwealth (CTECS)
Certified Clinical Medical Assistant Examination - National Healthcareer Association

Additional Learning Opportunities:
CTSO Organization(s): ☒ HOSA
Work-Based Learning: ☒ Internship ☐ Mentorship ☒ Job Shadowing

POSTSECONDARY	SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)			
	Pathway	**Associate Degree, College Certificate, or Apprenticeship**	**Bachelor's Degree**	**Postgraduate Degree**
	Support Services	Administrative Support Technology Specialization in Medical Office Administration (AAS)		

College: Thomas Nelson Community College **School Division(s): Hampton City Schools**

Postsecondary: Placement Assessments such as COMPASS & SAT Subject Tests | College entrance exams such as ACT & SAT

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester	ENG 111	ACC 211 or 115	BIO 100 or BIO 101		PHI 220	SOC 200	SDV 100	
Year 1 2nd Semester	ENG 115 or CST		HLT 143		ITE 115 or 119	AST 101	AST 107	
Year 2 1st Semester	AST 253	BUS 100 or 201			AST 234	AST 102	AST 230	AST 232
Year 2 2nd Semester	AST 244	BUS 235		MDA 208	HLT 106	AST 238	AST243	

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

Related Industry Certifications Available:

Additional Suggested Learning Opportunities:
Work-Based Learning:
☐ Cooperative Education ☐ Internship ☐ Mentorship ☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College:
Degree or Major:
Number of Articulated CC Credits:

Notes:

Cluster: Health Science **Pathway: Therapeutic Services**

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								- Anesthesiologist Assistant - Athletic Trainer - Audiologist - Certified Nursing Assistant - Chiropractor - Clinical Medical Assistant - Dental Assistant/Hygienist - Dental Lab Technician - Dentist - Dietician - EMT/Paramedic - Exercise Physiologist - Home Health Aide - LPN/RN - Massage Therapist - Medical Assistant - Nurse Practitioner - Occupational Therapist/Assistant - Optician/Optometrist - Pharmacist/Pharmacy Technician - Physical Therapist/Assistant - Physician (MD/DO) - Physician's Assistant - Psychologist - Radiologic Technician - Recreation Therapist - Respiratory Therapist - Social Worker - Speech Language Pathologist - Surgical Technician/Technologist - Veterinarian/Vet Assistant/Technician
MIDDLE	7	English 7 (1110)	Pre-Algebra (3112) or Algebra I (3130)	Life Science (4115)	U S History (2354)		Exploratory Health and Medical Sciences 8370	
MIDDLE	8	English 8 (1120)	Algebra I (3130) or Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)	Keyboarding/Middle (6150)	Computer Applications (6617/6611)	
Career Assessment: VA Wizard ☒								
SECONDARY	9	Honors English (1130)	Geometry (3143) or Algebra II (3135) or Trigonometry	Biology (4310)	World History/ Geography I (2215)	Economics and Personal Finance (6120) Health & PE (2 years) Foreign Language - Latin or Spanish (3 years)	Introduction to Health & Medical Science (8302)	
SECONDARY	10	Honors English (1140)	Algebra II (3135) or Trigonometry	Chemistry	World History/ Geography II (2216)		Medical Terminology (8383)	
SECONDARY	11	Honors English (1150)	Elementary Functions or AP Calculus AB	AP Biology or Physics /Physiology/Forensics	US/VA History (2360) AP History		Nurse Aide I (8360) or Practical Nursing I (8357)	
SECONDARY	12	Honors English (1160)	Probability and Stats or AP Calculus AB or AP Calculus BC	Physics/Physiology/Anatomy /Forensics	US/VA Government(2440) AP Psychology		Nurse Aide II (8362) or Practical Nursing II (8358) Senior Mentorship WBL2	

Additional Learning Opportunities:
CTSO Organization(s): ☒ HOSA
Work-Based Learning:
☒ Career Research ☐ Cooperative Education ☒ Internship ☒ Mentorship ☒ Job Shadowing ☒ Service Learning Project ☐ Student Apprenticeship

List related certifications/credentials approved by VDOE and offered locally:	
1st Year – Certified Nurse Aide 2nd Year – Licensed Practical Nurse Workplace Readiness Skills for the Commonwealth (CTECS)	College Entrance Exams such as ACT & SAT

College: Riverside School of Health Careers **School Division(s): Hampton City Schools**

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS	College Entrance Exams such as ACT & SAT

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester			A & P for the Allied Health Prof HLT 114		Introduction to Healthcare HLT111	Intro to Physics for the Allied Health Prof HLT151	Introduction to Radiologic Technology RAD 111	Patient Care RAD 121
Year 1 2nd Semester			A & P for the Allied Health Prof – Lab HLT 114B		Medical Ethics & Law HLT 112	Radiologic Procedures I Radiologic Procedures I Lab	Radiation Physics & Equip I	Clinical Orientation RAD 102C
Year 2 1st Semester					RAD 113 Radiologic Procedures II	RAD 113L Radiologic Procedures II Lab	RAD 153 Radiation Physics & Equip II	RAD 183 Image Acquisition & Display RAD 103C Clinical Education I
Year 2 2nd Semester					RAD 214 Radiologic Procedures III RAD 214L Radiologic Procedures III Lab	RAD 274 Image Analysis & QC I	RAD 284 Radiation Biology & Protection	RAD 204C Clinical Education II
College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

Related Industry Certifications Available:	**Additional Suggested Learning Opportunities:** **Work-Based Learning:** ☒ Cooperative Education ☒ Internship

UNIVERSITY

University/College: Old Dominion University
Degree or Major: Medical Technology/Medical Laboratory Science
Number of Articulated CC Credits:

Notes:

Cluster: Health Science **Pathway: Biotechnology Research and Development**

EDUCATION LEVELS	GRADE	English/Language Arts	Mathematics	Science	Social Studies/ Science	Recommended Electives *Use state course titles*	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								Biomedical /Clinical Technician Laboratory Technician Quality Assurance/Control Technician Laboratory Assistant Nuclear Medicine Technologist Cell Biologist Research Assistant Research Scientist Biochemist
MIDDLE	7	English 7 (1110)	Pre-Algebra (3112) or Algebra I (3130)	Life Science (4115)	U S History (2354)		7th Grade Exploratory Health and Medical Sciences (8370)	
MIDDLE	8	English 8 (1120)	Algebra I (3130) or Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)		8th Grade Exploratory Health and Medical Sciences (8370)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								
SECONDARY	9	Honors English (1130)	Geometry (3143) or Algebra II (3135) or Trigonometry	Biology (4310)	World History/ Geography I (2215)	Economics and Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): AP Biology (4370) AP Computer Science (3185)	Medical Terminology (8383) - Or - Principles of the Biomedical Sciences (8379)	
SECONDARY	10	Honors English (1140)	Algebra II (3135) or Trigonometry or	Chemistry	World History/ Geography II (2216)		Introduction to Health and Medical Sciences (8302) Human Body Systems (8380)	
SECONDARY	11	Honors English (1150)	Trigonometry/Elem Functions or AP Calculus AB	Biology AP/Physics/Physiology/Forensics	US/VA History (2360) AP History		Medical Interventions (8381)	
SECONDARY	12	Honors English (1160)	Elem Functions or Calculus or Probability and Stats or AP Calculus AB or AP Calculus BC	Physics/Physiology/Anatomy/ Forensics	US/VA Government(2440)		Biomedical Innovation (8382)	

Additional Learning Opportunities:
CTSO Organization(s): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ FEA ☒ HOSA ☐ SkillsUSA ☐ TSA

Work-Based Learning:
☐ Career Research ☐ Cooperative Education ☐ Internship ☐ Mentorship
☒ Job Shadowing ☐ Service Learning Project ☐ Student Apprenticeship

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification - License Section.)
Workplace Readiness Skills for the Commonwealth (CTECS)
PLTW Examination: Biotechnical Engineering

College: Thomas Nelson Community College	School Division(s): Hampton City Schools
Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS	College Entrance Exams such as ACT & SAT

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester					Intro to Medical Laboratory Terminology(MDL 100)	Phlebotomy MDL 105	Clinical Phlebotomy MDL 106	
Year 1 2nd Semester								
Year 2 1st Semester								
Year 2 2nd Semester								
College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

Related Industry Certifications Available:	**Additional Suggested Learning Opportunities:** **Work-Based Learning:** ☒ Cooperative Education ☒ Internship ☒ Job Shadowing

UNIVERSITY

University/College:
Degree or Major:
Number of Articulated CC Credits:

Notes:

Cluster: Health Science **Pathway: Health Informatics**

EDUCATION LEVELS	GRADE	English/Language Arts	Mathematics	Science	Social Studies/ Science	Recommended Electives *Use state course titles*	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Pre-Algebra (3112) or Algebra I (3130)	Life Science (4115)	U S History (2354)	Keyboarding/Middle (6150) Computer Applications (6617/6611)	Exploratory Health and Medical Sciences (8370)	
MIDDLE	8	English 8 (1120)	Algebra I (3130) or Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)	Exploratory Health and Medical Sciences (8370)	Principles of Business and Marketing (6115)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): ____								Admitting Clerk Health Educator Health Care Administrator Medical Assistant Medical Biller/Patient Financial Services Risk Management Medical Information Technologist
SECONDARY	9	Honors English (1130)	Geometry (3143) or Algebra II (3135) or Trigonometry	Biology (4310)	World History/ Geography I (2215)	Economics and Personal Finance (6120) Health & PE (2 years) Spanish or Latin Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE: IT Fundamentals (6670) Advanced Computer Information Systems 6613	Introduction to Health and Medical Sciences (8302)	
SECONDARY	10	Honors English (1140)	Algebra II (3135) or Trigonometry or	Chemistry	World History/ Geography II (2216)		Medical Terminology (8383)	
SECONDARY	11	Honors English (1150)	Computer Math Programming	AP Biology Physics/Physiology/ Forensics	US/VA History (2360) AP History		Computer Information Systems 6612	
SECONDARY	12	Honors English (1160)	Elem Functions or Calculus or Probability and Stats	Physics/Physiology/Anatomy /Forensics	US/VA Government(2440)		Programming (6640)	

Additional Learning Opportunities:
CTSO Organization(s): ☒ HOSA

Work-Based Learning:
☐ Career Research ☐ Cooperative Education ☐ Internship ☐ Mentorship ☒ Job Shadowing ☒ Service Learning Project ☒ Student Apprenticeship

List related certifications/credentials approved by VDOE and offered locally: http://www.cteresource.org/apg (Go to Certification - License Section.)
Workplace Readiness Skills for the Commonwealth (CTECS)
MOS Access Examination: Microsoft Office Certiport
MOS Excel Examination: Microsoft Office Certiportt
MOS PowerPoint Examination: Microsoft Office Specialist/Certiport
MOS Word Examination: Microsoft Office Certiport

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

POSTSECONDARY	Pathway			
	Health Informatics	**Associate Degree, College Certificate, or Apprenticeship**	**Bachelor's Degree**	**Postgraduate Degree**

College: Thomas Nelson Community College **School Division(s): Hampton City School**

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS	College Entrance Exams such as ACT & SAT

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester					AST 101; Keyboarding I	AST 230 : Office Technology	HLT 143:Medical Terminology I	
Year 1 2nd Semester					AST 102: Keyboarding II	AST 234: Records and Database MGT	AST 107: Editing and Proofreading	
Year 2 1st Semester						AST 242 Medical Insurance and Coding	AST 243 Office Administration I	
Year 2 2nd Semester								
College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

Related Industry Certifications Available:

Additional Suggested Learning Opportunities:
Work-Based Learning:
☒ Cooperative Education ☐ Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College:
Degree or Major:
Number of Articulated CC Credits:

Notes:

Appendix D: Governor's Health Sciences Academy Planning Committee and Advisory Council

Partner Name	*Name and Title*	*Contact Information*
Sentara Healthcare - Human Resources	Ms. Andrea V. Arnett, Workforce Planning and Development Consultant Nurse Recruiter	208 Golden Oak Court, Suite 200 Virginia Beach, Virginia 23452 757-228-7454 avarnett@sentara.com
Riverside School of Health Careers	Ms. Robin Nelhuebel, Director of Allied Health Programs	316 Main Street Newport News, VA 23601 757-240-2202 Robin.nelhuebel@rivhs.com www.riversideonline.com/careers
Riverside School of Health Careers	Mr. Michael Hamilton, Recruitment Coordinator	316 Main Street Newport News, VA 23601 757-240-2229 Michael.Hamilton@rivhs.com
Hampton University	Dr. Pamela V. Hammond, Provost	Office of the Provost 100 E. Queen St. Hampton, VA 23668 757-727-5201
Thomas Nelson Community College	Dr. Marcia Harrington, Interim Associate Vice President for Academic Affairs	99 Thomas Nelson Drive, Hampton, VA 23666 757-825-2889 harringtonm@tncc.edu
Thomas Nelson Community College	Mr. William (Bill) Travis, Health Professions/Provost Office	4601 Opportunity Way, Williamsburg, VA 23188 TravisW@tncc.edu
Thomas Nelson Community College	Mr. William "Bud" Barnett, Director of Workforce Training and Continuing Education	Hampton III 711 99 Thomas Nelson Drive, Hampton, VA 23666 757-825-2768 barnettw@tncc.edu
The Abreon Group	Ms. Sally J. White, RN Education Consultant	Pittsburgh (Headquarters): 1-800-338-5185 Suite 500, Foster Plaza 10, 680 Andersen Drive, Pittsburgh, PA 15220 http://www.abreon.com Hampton, VA 757- 810-3593 sally.white@abreon.com
ECPI College of Technology	Dr. John Olson, Campus President	1001 Omni Boulevard, Suite 100, Newport News, VA 23606 Ecpi.edu jolson@ecpi.edu

ECPI College of Technology	Ms. Barbara Larar, Senior Vice President	5555 Greenwich Road, Virginia Beach, VA 23462 Ecpi.edu blarar@ecpi.edu 757-213-3508
Peninsula Council for Workforce Development	The Honorable Matthew James, President and CEO	11820 Fountain Way, Suite 301, Newport News, Virginia 23606 757-826-3327 www.pcfwd.org
Peninsula Council for Workforce Development	Mr. Shawn Avery Vice President, Private/Public Strategic Partnerships	11820 Fountain Way, Suite 301, Newport News, Virginia 23606 757- 826-3327 savery@pcfwd.org www.pcfwd.org
Phenix PreK-8 STEM-Health Choice Program	Ms. Dawn Gerbing, RN, Exploratory Health Teacher	1061 Big Bethel Road, Hampton, Virginia, 23666 Phone: 757-268-3500 dgerbing@hampton.k12.va.us
Bethel High School	Mr. Ralph Saunders, Principal	Bethel High School 1067 Big Bethel Rd Hampton VA 23666 757-825-4400 rsaunders@hampton.k12.va.us http://bhs.hampton.k12.va.us/pages/bethelhighschool
Bethel High School	Mr. Timothy Cason, Assistant Principal for Governor's Health Sciences Academy	Bethel High School 1067 Big Bethel Rd Hampton VA 23666 757-825-4400 tcason@hampton.k12.va.us http://bhs.hampton.k12.va.us/pages/bethelhighschool
Bethel High School	Ms. Kathleen May, RN, BSN, MS, Program Coordinator Health and Medical Science Academy	Bethel High School 1067 Big Bethel Rd Hampton VA 23666 757-825-4577 kmay@hampton.k12.va.us www.teacherweb.com/va/bethel/kmay
Bethel High School	Mr. Gary Coverston, Instructional Leader Career and Technical Education/Technology Education	Bethel High School 1067 Big Bethel Rd Hampton VA 23666 757-825-4400 gcoverston@hampton.k12.va.us
Hampton City Schools	Dr. Patricia J. Johnson, Deputy Superintendent for Curriculum and Instruction	School Administration Center One Franklin Street, Hampton, VA 23669-3570 pjohnson@hampton.k12.va.us 757-727-2000

Hampton City Schools	Dr. Donna Woods, Executive Director of School Leadership (Secondary)	School Administration Center One Franklin Street, Hampton, VA 23669-3570 757-727-2006 dwoods@hampton.k12.va.us
Hampton City Schools	Mr. Jesse W. White, Career and Technical Education Curriculum Leader	School Administration Center One Franklin Street, Hampton, VA 23669-3570 757-727-2466 757-727-2468 (fax) jeswhite@hampton.k12.va.us http://www.sbo.hampton.k12.va.us/departments/cte/cte.html
New Horizons Regional Education Centers	Mr. David Creamer, Principal	Butler Farm Campus 520 Butler Farm Road Hampton, VA 23666 757-766-1100 dave.creamer@nhrec.org

Governor's Health Sciences Academy
Planning/Advisory Committee
Agreement

Planning is an integral component in the process of establishing, implementing, and sustaining Governor's Health Sciences Academy. As a member of the Planning/Advisory Committee, I will regularly participate by:

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By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: Sentara Healthcare	
Signature: Andrea V. Arnett	
Printed Name: Andrea V. Arnett	
Title: Workforce Planning + Development Consultant	Date: 03/12/13

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Name of Representative Organization: Riverside School of Health Careers	
Signature: Robin M. Nelhuebel	
Printed Name: Robin M. Nelhuebel	
Title: Director, Allied Health Education	Date: 3/15/13

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Planning/Advisory Committee
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Name of Representative Organization: Riverside School of Health Careers / Riverside Health System	
Signature: [illegible]	
Printed Name: Michael Hamilton	
Title: Recruitment Coordinator	Date: 3-14-13

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By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: Hampton University	
Signature:	
Printed Name: Dr. Pamela Hammond	
Title: Provost	Date: March 13, 2013

Governor's Health Sciences Academy
Planning/Advisory Committee
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By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA as applicable to my position at Thomas Nelson Community College.

Name of Representative Organization: Thomas Nelson Community College	
Signature: William J Travis	
Printed Name: William J. Travis	March 13. 2013
Title: Historic Triangle Campus Provost and Dean, Health Professions	Date:

Governor's Health Sciences Academy
Planning/Advisory Committee
Agreement

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By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: THOMAS NELSON COMMUNITY COLLEGE	
Signature: William E. Barnett	
Printed Name: WILLIAM E. BARNETT	
Title: DIRECTOR OF PROFESSIONAL & CONTINUING EDUCATION	Date: MARCH 25, 2013

Memorandum of Understanding between
Hampton City Public Schools
and
The Governor's Health Sciences Academy Partners

Hampton City Public Schools (HCS) Governor's Health Sciences Academy (Academy) and the undersigned partner agree to work together to inspire and prepare students to pursue higher education and career opportunities in Health and Medical Sciences.

HCS Partners agree to:
Identify the employment needs and opportunities in Hampton Roads Health and Medical industries and providers.

- Provide guidance in the development of curriculum and course offerings relating to Health and Medical Sciences.
- Provide opportunities for job shadowing, internships, summer programs, and/or clinical activities for students.
- Provide opportunities for site visits when possible to expose students to Health and Medical Sciences work settings and employees.
- Participate in Health and Medical Sciences activities and programs that further the goals of the Academy.

HCS Agrees to:

- Coordinate the Governor's Health Sciences Academy (Academy).
- Designate an Academy point of contact for partners.
- Provide partners with a list of partnership activities and programs that partners may choose from to the mission of the Academy.
- Offer courses starting with Health Occupations, Medical Terminology, that lead to any one of the five Plans of Study included in the Academy.
- Provide a Health and Medical Sciences Academy overview, tour and orientation to partners as needed or requested.
- Provide space, as available, in the school as a base for partners to use while at the school and to store Academy educational materials and equipment used at the school.
- Provide classroom space, textbooks, equipment, teachers, and supplies to support the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Governor's Health Sciences Academy located at Bethel High School, Hampton, VA.

Name of Partner Organization: THE ABREON GROUP	
Signature: Sally White	
Printed Name: SALLY WHITE	
Title: RN, EDUCATION CONSULTANT	Date: 1-4-13

Governor's Health Sciences Academy
Planning/Advisory Committee
Agreement

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By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: ECPI University	
Signature:	
Printed Name: John Olson, Ed D	
Title: Campus President	Date: 1/4/2013

Governor's Health Sciences Academy
Planning/Advisory Committee
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Name of Representative Organization: ECPI University	
Signature: Barbara Larar	
Printed Name: Barbara Larar	
Title: Senior Vice-President	Date: 12-17-12

Governor's Health Sciences Academy
Planning/Advisory Committee
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By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: Peninsula Council for Workforce Development	
Signature:	
Printed Name: Shawn Avery	
Title: Vice President	Date: 3/13/2013

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Planning/Advisory Committee
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By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: Bethel High School	
Signature: Ralph J. Saunders	
Printed Name: Ralph J. Saunders	
Title: Principal	Date: 3/25/13

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By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: Bethel High School	
Signature: T Cason	
Printed Name: Tim Cason	
Title: Assistant Principal	Date: 3/25/13

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Name of Representative Organization: BETHEL HIGH - HEALTH & MEDICAL SCIENCE ACADEMY	
Signature: Kathleen May	
Printed Name: KATHLEEN MAY	
Title: TEACHER / HOSA ADVISOR	Date: 3/12/13

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- ✓ Identifying opportunities for job shadowing, internships, summer programs, and/or clinical activities for students.
- ✓ Identifying opportunities for site visits when possible to expose students to Health and Medical Sciences work settings and employees.
- ✓ Participating in Health and Medical Sciences activities and programs that further the goals of the Academy.

By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: HCS / BETHEL HS	
Signature:	
Printed Name: G. COVERSTON	
Title: INSTRUCTIONAL LEADER / TEACHER	Date: 3/12/2012

Governor's Health Sciences Academy
Planning/Advisory Committee
Agreement

Planning is an integral component in the process of establishing, implementing, and sustaining Governor's Health Sciences Academy. As a member of the Planning/Advisory Committee, I will regularly participate by:

- ✓ Attending Planning and Advisory Committee (PAC) meetings at least three times each year for the term of service.
- ✓ Identifying employment needs and opportunities in Hampton's and Hampton Roads' Health and Medical Sciences providers and industries.
- ✓ Providing guidance in the development of curriculum and course offerings relating to relating to Health and Medical Sciences in Hampton City and its surrounding region.
- ✓ Providing information to the Academy and other members of the PAC.
- ✓ Participating whenever possible in activities and programs that further the goals of the Health Sciences Academy.
- ✓ Identifying opportunities for job shadowing, internships, summer programs, and/or clinical activities for students.
- ✓ Identifying opportunities for site visits when possible to expose students to Health and Medical Sciences work settings and employees.
- ✓ Participating in Health and Medical Sciences activities and programs that further the goals of the Academy.

By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: Hampton City Schools	
Signature:	
Printed Name: Dr. Patricia J. Johnson	
Title: Deputy Superintendent for Curriculum & Instruction	Date: March 22 , 2013

Governor's Health Sciences Academy
Planning/Advisory Committee
Agreement

Planning is an integral component in the process of establishing, implementing, and sustaining Governor's Health Sciences Academy. As a member of the Planning/Advisory Committee, I will regularly participate by:

- ✓ Attending Planning and Advisory Committee (PAC) meetings at least three times each year for the term of service.
- ✓ Identifying employment needs and opportunities in Hampton's and Hampton Roads' Health and Medical Sciences providers and industries.
- ✓ Providing guidance in the development of curriculum and course offerings relating to relating to Health and Medical Sciences in Hampton City and its surrounding region.
- ✓ Providing information to the Academy and other members of the PAC.
- ✓ Participating whenever possible in activities and programs that further the goals of the Health Sciences Academy.
- ✓ Identifying opportunities for job shadowing, internships, summer programs, and/or clinical activities for students.
- ✓ Identifying opportunities for site visits when possible to expose students to Health and Medical Sciences work settings and employees.
- ✓ Participating in Health and Medical Sciences activities and programs that further the goals of the Academy.

By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization:	
Hampton City Schools	
Signature: Donna E. Woods	
Printed Name:	
Dr. Donna Woods	
Title:	Date:
Executive Director of School Leadership (Secondary)	March 22 , 2013

Governor's Health Sciences Academy
Planning/Advisory Committee
Agreement

Planning is an integral component in the process of establishing, implementing, and sustaining Governor's Health Sciences Academy. As a member of the Planning/Advisory Committee, I will regularly participate by:

- ✓ Attending Planning and Advisory Committee (PAC) meetings at least three times each year for the term of service.
- ✓ Identifying employment needs and opportunities in Hampton's and Hampton Roads' Health and Medical Sciences providers and industries.
- ✓ Providing guidance in the development of curriculum and course offerings relating to relating to Health and Medical Sciences in Hampton City and its surrounding region.
- ✓ Providing information to the Academy and other members of the PAC.
- ✓ Participating whenever possible in activities and programs that further the goals of the Health Sciences Academy.
- ✓ Identifying opportunities for job shadowing, internships, summer programs, and/or clinical activities for students.
- ✓ Identifying opportunities for site visits when possible to expose students to Health and Medical Sciences work settings and employees.
- ✓ Participating in Health and Medical Sciences activities and programs that further the goals of the Academy.

By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: Hampton City Schools Career and Technical Education	
Signature:	
Printed Name: Jesse W. White	
Title: CTE Curriculum Leader	Date: January , 2013

Governor's Health Sciences Academy
Planning/Advisory Committee
Agreement

Planning is an integral component in the process of establishing, implementing, and sustaining Governor's Health Sciences Academy. As a member of the Planning/Advisory Committee, I will regularly participate by:

- ✓ Attending Planning and Advisory Committee (PAC) meetings at least three times each year for the term of service.
- ✓ Identifying employment needs and opportunities in Hampton's and Hampton Roads' Health and Medical Sciences providers and industries.
- ✓ Providing guidance in the development of curriculum and course offerings relating to relating to Health and Medical Sciences in Hampton City and its surrounding region.
- ✓ Providing information to the Academy and other members of the PAC.
- ✓ Participating whenever possible in activities and programs that further the goals of the Health Sciences Academy.
- ✓ Identifying opportunities for job shadowing, internships, summer programs, and/or clinical activities for students.
- ✓ Identifying opportunities for site visits when possible to expose students to Health and Medical Sciences work settings and employees.
- ✓ Participating in Health and Medical Sciences activities and programs that further the goals of the Academy.

By signing below, I agree to actively participate in and provide guidance to the Governor's Health Sciences Academy at Bethel High School in Hampton, VA.

Name of Representative Organization: New Horizons Regional Education Centers.	
Signature:	
Printed Name: David A. Cremmen	
Title: Principal, Career and Technical Ed. Ctr.	Date:

Appendix E: Super Saturdays and Summer Program

Summer Experience

- Rising eighth graders from across Hampton City Schools; maximum of 75 students
- August 2013
- Student Tuition - $40
- Bus service or parent provided transportation
- Schedule

Student Schedule

Day	**Time**	**Activity**
Day One	9:00 a.m.–noon	Workshop objectives Introduction to Pathways Beginning of multimedia medical career portfolio
	Noon-1:00 p.m.	Bring a bag lunch, bottled water provided
	1:00-3:00 p.m.	Medical Careers Group Project where students imagine, in detail, what medical career might be a good fit. Create a profile of that career. Students explore stations with medical professional.
Day Two	9:00–noon	Scenario-based presentation and guest speaker (Informatics) and group work facilitated by in-residence expert
	Lunch	Bring a bag lunch, bottled water provided
	1:00-3:00 p.m.	Prep for trip to cadaver lab, work on career project
Day Three	8:00 a.m. -12:30 p.m.	Trip to cadaver lab take pictures, record documentation for career project
	12:30-1:00 p.m.	Lunch (provided)
	1:00-3:00 p.m.	Debrief project related to cadaver visit, work on career project
Day Four	8:00 a.m.-12:30 p.m.	Trip to operating room
	12:30-1:00 p.m.	Lunch/travel
	1:00 p.m. - 3:00 p.m.	Debrief and updates to medical career project (how what you learned compares to your Medical Careers Group Project)
	7:00 p.m. - 8:00 p.m.	Presentation to parents and medical professionals and school officials

- Field Trips
  - Operating Room
    - Support - Observe equipment
    - Therapeutic - What readies the operating room or transported this patient into the hospital?
    - Diagnostic - What tests are done before surgery? How do we know what treatments are necessary for the patient?
    - Informatics - What would we need to know about this patient before we get them on the table?
    - Biotech Rand D - How was this technique developed? How do we know what the research will do for us?"
  - William and Mary Cadaver Lab
    - Biotech Rand D – Answer the question, "What does a cadaver lab contribute to biotech research?"
    - Observe tools and equipment, discuss paperwork and permissions required to leave your body to science, discover the roles of the technicians.

- Component Parent Academy on Monday through Thursday evenings
  - CPR training/first aid and online resources
  - Description of pathways and certificate/degree destinations
  - Emergency preparedness (Hampton CERT program)

Parent Schedule

Day	**Time**	**Activity**
Day One	7:00-8:30 p.m.	Introduction to Medical Pathways: Parents will predict what pathways their children will be interested in, then compare their prediction to the student projects at the Thursday evening reception.
Day Two	7:00-8:30 p.m.	CPR training
Day Three	7:00-8:30 p.m.	First aid training/emergency preparedness training
Day Four	7:00-9:00 p.m.	Reception with students

Super Saturdays

The Super Saturday program will consist of four Saturday events from 9:00 a.m.-noon. The students will be given an opportunity to extend their classroom through contact with industry professionals and fieldtrips to locations such as a biotech research facility and local care facilities.

Appendix F: Internship Agreement Form

INTERNSHIP AGREEMENT TO PARTICIPATE FORM

I am aware and understand that there may be dangers and risks that may result in injury from participating in the Student Internship Program.

Because of the possible risks of participating in the above program, I recognize the importance of following the schools' and career sponsors' instructions regarding program techniques, training and other rules, etc., and agree to obey such instructions. I, _____have read the above warning and
(Name of Participant please print)

Understand its terms. In consideration of this understanding, I hereby consent to participate and to engage in all activities related to the program. I understand that the above program may involve risks of injury. I understand that I must be covered by medical, accident, and automobile insurance for the duration of the internship. This also certifies that the student intern, parent or guardian is responsible for transportation to and from the internship site.

By signing this form, I agree to release the school and career sponsor from liability for the student intern while at their internship site.

I have read and kept a copy of the **Agreement to Participate and Emergency/Insurance Verification Forms** as well as the accompanying letter from the principal. Therefore, I understand the potential risks of injury and the responsibilities of participating in the Student Internship Program.

I also give permission to receive medical treatment, first aid, emergency medical care and all other medical or surgical care deemed reasonably necessary to my health and well-being in case of injury during my participation in the above-reference program activities and understand that I, or my insurance, will be responsible for any medical bills.

_____ _____
Date Signature of Participant

_____ _____
Date Signature of Parent or Legal Guardian if Participant

Appendix G: Dual Enrollment Agreements

Thomas Nelson COMMUNITY COLLEGE

Dual Enrollment Contract

2012-2013

Between Thomas Nelson Community College and the Hampton City Schools

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. **General**

   Under this agreement, Thomas Nelson Community College, (herein after "the College"), will make available college-level courses to students of the ***Hampton City Schools*** for the ***2012-2013*** academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as **Attachment 1**, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and the ***Hampton City Schools*** reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. **Tuition & Fees**

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. **Textbooks**

   The College reserves the right to determine the textbooks used in dual enrollment courses. [The provision of all dual enrollment course textbooks is the responsibility of the ***Hampton City Schools***.]

4. **Payment for Other Services**

   Fees and reimbursement for other costs and services will be determined by mutual consent of the ***Hampton City Schools*** and the College per **Attachment 2**, which is hereby incorporated herein and made a part of this Agreement.

5. **Faculty**

   a. Selection

      (1) Authority to Select/Hire

      The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. The ***Hampton City Schools*** may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the ***Hampton City Schools***.

      (2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (**Attachment 3**) and the Southern Association of Colleges and Schools.

   b. Payment

      If the instructor for the dual enrollment course(s) is employed full time by the ***Hampton City Schools*** and the course(s) are part of the assigned teaching workload, the College will reimburse the ***Hampton City Schools*** for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with the ***Hampton City Schools***, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries

directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the College and the school division, can also be implemented as an alternative if evidenced in writing.

c. Faculty Responsibilities

(1) Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

(2) Evaluation

(a) Instructor Evaluation – The College will conduct faculty evaluations for dual enrollment instructors using the College guidelines adopted for all adjunct faculty. A copy of the observation results will be submitted to the designated school division representative.

(b) Student Evaluation – Student evaluations on all dual enrollment adjunct instructors will be conducted each semester for each course offered through the Dual Enrollment Program. Results of the student evaluations will be compiled and shared with the Dean, Program Lead, faculty, and designated school division representative.

(3) All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

6. **Students**

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, students must be high school juniors and seniors, have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites. Exceptions may be considered for freshmen and sophomores who are able to demonstrate readiness for college level coursework and who are individually approved by the College president.

(2) Students must meet admission and course placement requirements of the college. Requirements for dual enrollment include completion of the college application for admission, completion and receipt of satisfactory scores on the college placement tests when required, and registration for the dual enrollment course(s).

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. **College Administrative Responsibilities**

a. The College, through its instructor(s), will provide the appropriate ***Hampton City Schools*** officials with progress reports on each student from time to time as shall be agreed by the contracting school division and College. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to ***Hampton City Schools*** students enrolled in college courses under this agreement.

8. **High School Administrative Responsibilities**

The ***Hampton City Schools*** will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established procedures.

9. **Award of Credit**

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. **Course Standards**

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation.

2

The College has the responsibility to ensure that all dual enrollment courses taught are equivalent to other instruction offered by the College, specifically in terms of course objectives, components of the syllabi, level and rigor of content, evaluation of students, textbooks, student outcomes and assessment, and faculty evaluation.

b. Modifications of Policies
Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance
The College reserves the right to advise the student, parents, and the school division that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. **Agreement Liaisons**
Liaisons for this agreement are:
- the School Division: ***Linda Shifflette, Ed.D., Superintendent***
- the College: ***Vicki Richmond, Ph.D., Vice President for Student Affairs***

12. **Transferability**
Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within [30]* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.
*The number of days should be negotiated between the School Division and the Community College.

16. The College or the ***Hampton City Schools*** shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Names of School Division Dual Enrollment Contacts for 2012-2013:

Jesse White
Career-Technical Dual Enrollment Contact

Penny W Pitzer
Academic Dual Enrollment Contact

Signatures:

John T. Dever, Ph.D., President
Thomas Nelson Community College

8-30-2012
Date

Linda Shifflette, Ed.D., Superintendent
Hampton City Schools

8/9/12
Date

3

ATTACHMENT 1

Thomas Nelson Community College
Hampton City Schools
Approved Dual Enrollment Courses
2012-2013

Thomas Nelson Community College has approved the college-level courses listed below for dual enrollment to high school students in the Hampton City Schools for the 2012-2013 academic year.

If offered for dual enrollment, these courses will be taught in Hampton City Schools high schools by *TNCC*-approved Hampton City Schools instructors. *Note: Course selection may vary by high school.*

Approved Dual Enrollment Courses *2012-2013* **Hampton City Schools**		
High School Course	***TNCC Course***	***TNCC Credit***
3D Animation I	ART 278	4
3D Animation II	ART 279	4
Digital Input Technology (DIT)	AST 101	3
Word Processing	AST 102	3
Computer Keyboarding	AST 117	1
Computer Information Systems	AST 232	3
Office Administration	AST 243	3
Physiology	BIO 141	4
Business Management	BUS 100	3
Virtual Enterprise	BUS 230	4
Engineering Drawing	CAD 151	3
Electronics Systems I	ETR 115	3
Web Design I	ITD 110	3
Computer Information Systems	ITE 115	3
IT Fundamentals	ITE 120	3
Advanced Web Design	ITE 130	3
Advanced Computer Information Systems	ITE 215	3
CISCO I/Computer Networking I	ITN 154	4
CISCO I/Computer Networking II	ITN 155	4
Introduction to Video Gaming	ITP 100	3
Introduction to Engineering	MEC 100	2
Advanced Marketing	MKT 216	3

ATTACHMENT 2

Tuition Information
for School Divisions & Schools

Thomas Nelson Community College
In-School Dual Enrollment Tuition Rates / 2012-2013
Effective for Fall Semester 2012 / $15.00 per credit hour

Hampton City Schools

TNCC requests that the Superintendent/School Executive initial *(in the third column below)* the dual enrollment payment option selected for the school division for the 2012-2013 academic year.

Payment Option	Example	Superintendent Initials
1 Student Pays	Dual Enrollment tuition is $15 per credit hour. The student attaches a check to the *DE Registration Form*. **A 3-credit course (3 x $15) is $45.**	
2 School Division Pays	Dual Enrollment tuition is $15 per credit hour. TNCC will invoice the school division for the credit hours taken by students in all DE courses. For example, **the tuition for 30 students in a 3-credit course (30 x 3 x $15) is $1,350.** ***NOTE:*** There will be *no-cost* to the school division if 100% of the students in an approved DE course submit a *DE Registration Form* according to *no-cost* criteria. **Meets *No-Cost* Criteria** Of 30 students on a high school course roster, 25 submit a *DE Registration Form* selecting dual enrollment, 3 submit a *DE Registration Form* declining dual enrollment, and 2 submit a *DE Registration Form* but do not meet registration requirements. This course meets *no-cost* registration criteria. **Does Not Meet *No-Cost* Criteria** Of 30 students on a high school course roster, 25 submit a *DE Registration Form* selecting dual enrollment, 2 submit a *DE Registration Form* declining dual enrollment, and 3 do not return a *DE Registration Form*. This course does not meet *no-cost* registration criteria. TNCC invoices the school division for DE tuition for the 25 students who registered for the approved DE course. For example, **the tuition for 25 students in a 3-credit course (25 x 3 x $15) is $1,125.**	

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3 – VCCS FORM 29

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math. Developmental Studies, Counselors, Librarians		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts Degree Fields*		*Faculty in Non Associate Degree Occupational Fields*	
	Initial Appointment/ Promotions	Promotions	Initial Appointment Promotions	Promotions	Initial Appointment Promotions	Promotions
	Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**
ASSISTANT INSTRUCTOR	Appointment on a temporary or emergency basis for a period of one year for persons who meet most of the minimum requirements for the instructor rank and who show evidence of being able to complete such requirements within one year. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field		HS dip or equiv. Assoc. or equiv. in teaching field preferred	
Experience						
Related Occup. Exp.	0 yrs.		2 yrs.		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
FIT Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's + 24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h.	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience						
Related Occup. Exp.	8 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs.	3 yrs.	3 yrs.	0 yrs.	3 yrs.
FIT Community College Experience	0 yrs.	3 yrs.	3 yrs.	3 yrs.	0 yrs.	2 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 36 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 36 s.h.
Experience						
Related Occup. Exp.	8 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	8 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
FIT Community College Experience	2 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field + 36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience						
Related Occup. Exp.	8 yrs.	8 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	8 yrs. Post secondary	8 yrs.	8 yrs. Post secondary	9 yrs.	9 yrs. Post secondary	9 yrs.
FIT Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	**8 yrs.**	3 yrs.	8 yrs.	3 yrs.	0 yrs.	3 yrs.

Appendix H: Statement of Assurances

GOVERNOR'S HEALTH SCIENCES ACADEMY STATEMENT OF ASSURANCES

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

- The planning committee has reviewed the provisions of Administrative Procedures Guide for the Establishment of Governor's Health Sciences Academy or STEM Academies outlined in the Guidance Manual, and understands that an implementation proposal will need to address these criteria and/or others approved by the Virginia Board of Education.
- The planning committee agrees to follow the guidelines set forth in the Administrative Procedures Guide for the Establishment of Governor's Health Sciences Academy or STEM Academy's document.
- If the Governor's Health Sciences Academy or STEM Academy will be a jointly operated program, an ongoing governing board will be established or maintained to reflect current Board of Education regulations relative to jointly operated schools and programs.
- A public, government entity 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.

Martha M. Mugler 3/12/13

Mrs. Martha Mugler, Chair of the School Board of Hampton City, VA Date

Linda M. Shifflette 3/11/13

Dr. Linda M. Shifflette, Superintendent of Hampton City Schools Date

Appendix I: Insurance

The following are excerpts from the Hampton City Schools Policy Manual

Section: E - Support Services Title: INSURANCE MANAGEMENT
Number EI – Status Active
Legal Code of Virginia, as amended, § 22.1-84 Code of Virginia, as amended, § 22.1-88 through 22.1-198 Regulations of the Virginia Board of Education Adopted April 26, 1967; Last Revised October 17, 2012
The Board will ensure that adequate insurance is maintained to cover all risks relating to the activities of Board members, employees of the Board and all real and personal property owned or leased by the Board.
The terms of the coverage will be reviewed at least annually and the Superintendent will be authorized to change coverages when necessary.
Adopted: 4/26/67; Revised: 10/15/80, 2/5/03, 10/17/12
LEGAL REFS.: **Code of Virginia, as amended, §§ 22.1-84, 22.1-88 through 22.1-198**
Regulations of the Virginia Board of Education
CROSS REF.: ECA – FIXED ASSET CONTROL AND REPORTING OF LOSS OR DAMAGE

Section E - Support Services Title: FIXED ASSET CONTROL AND REPORTING OF LOSS OR DAMAGE
Number: ECA – Status: Active
Legal: Code of Virginia, as amended, § 22.1-78 Adopted: September 5, 2012
I. Inventories – The Superintendent shall devise an adequate system of inventory of school property. Such inventory shall be maintained to identify items for the purpose of insurance and to control the loss of property. The inventory shall include, but not be limited to the following: buildings, movable equipment, vehicles, and all other items of significant value. The Division shall keep a complete inventory of all equipment, listing make, source, date of purchase, model, serial number, location and other identifying data.
II. Reporting Losses
All loss of or damage to school property shall be promptly reported to the Superintendent or designee.
Adopted: 9/5/2012
LEGAL REF.: Code of Virginia, as amended, § 22.1-78
CROSS REFS.: ECAB – REPORT OF VANDALISM
EI - INSURANCE MANAGEMENT
Hampton City Schools, Hampton, Virginia