

VIRGINIA DEPARTMENT OF EDUCATION

Planning Grant Application for a College Partnership Laboratory School

A. GENERAL INFORMATION

1. **Name of Eligible Entity (Planning Grant Applicant):** Emory & Henry College
2. **Authorized Official Representative:** John W. Wells, President
3. **Name of Contact Person for Application:** Lou Fincher, Sr. Vice President;
Dean, School of Health Sciences
4. **Telephone:** 276-944-6341
5. **Email:** lfincher@ehc.edu
6. **Office Telephone Number:** 276-944-6341
7. **Date of Submission:** December 22, 2022
8. **Amount of Funding Requested (\$200,000 maximum):** \$200,000
9. Public institutions of higher education (IHE); public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as provided in [§ 23.1-628](#), (eligible entity or entities) may apply for a Virginia Board of Education (Board) College Partnership Laboratory School Planning Grant (Planning Grant).

Emory & Henry College is submitting this application for a Virginia Board of Education (Board) College Partnership Laboratory School Planning Grant (Planning Grant) as an eligible institution of higher education as defined in the Tuition Assistance Grant Program, as provided in [§ 23.1-628](#).

10. Each Planning Grant Applicant (applicant) seeking a Planning Grant must read and comply with the Instructions for Application for a Planning Grant for a College Partnership Laboratory School (Lab School), which are available on the Virginia Department of Education's (Department) website, and fully complete this Planning Grant Application (application) to be eligible for a Planning Grant.

Emory & Henry College has read and complied with the *Instructions for Application for a Planning Grant for a College Partnership Laboratory School (Lab School)*

11. Applications may be submitted, and will be evaluated for Planning Grant awards based on factors set forth herein, on a rolling basis.
- 12. Planning Grant Term: This application is for a one-time Planning Grant, the term for which will not exceed 12 months from the date of any award hereunder.**
13. The completed PDF version of the application and related materials must be sent to labschools@doe.virginia.gov by email. The Department may return or reject proposals that are incomplete.
14. Please contact labschools@doe.virginia.gov by email if there are any questions about the application process.

B. DEFINITIONS

1. **College Partnership Laboratory School:** In accordance with [Item 4-14](#) of the General Assembly's 2022-2024 Biennium budget, the Code of Virginia § [22.1-349.1](#) is amended and reenacted, and the types of IHE eligible entities to establish Lab Schools are defined as follows:
 - a. "College Partnership Laboratory School" means a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education; public higher education center, institute, or authority; or an eligible institution, as defined in § [23.1-628](#). Notwithstanding the provisions of § [22.1-349.5](#), a public institution of higher education; a public higher education center, institute, or authority; or an eligible institution, as defined in § [23.1-628](#) may submit an application for formation of a college partnership laboratory school."

- b. An “eligible institution” as provided above is an institution of higher education as defined in the Tuition Assistance Grant Program in accordance with § [23.1-628](#).
2. **At-risk student:** As provided in the Code of Virginia § [22.1-349.1](#), "at-risk student" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board criteria, that research indicates may negatively influence educational success.

For the purpose of these guidelines and any Planning Grant awards, “at-risk students” include (a) students who have experienced learning loss as the result of the COVID-19 pandemic; (b) students served by low-performing schools that are designated as “accredited with conditions” or “accreditation denied” based on the Virginia Board of Education’s accreditation ratings; and (c) students attending schools identified under the Every Student Succeeds Act within three support categories: (i) Comprehensive Support and Improvement, (ii) Targeted Support and Improvement, or (iii) Additional Targeted Support Category.

3. **Regional diversity:** For the purpose of evaluation of this application, regional diversity reflects representation from each of the Department’s eight Superintendent [regions](#).

C. ASSURANCES AND SIGNATURES

1. ASSURANCES

- a. By signing and submitting this application, the applicant assures that it will adhere to state and federal laws and regulations governing public schools, including the *Virginia Standards of Quality*, the *Virginia Standards of Learning*, and the Board’s *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
- b. The applicant assures that all elements of the proposed school(s) will comport with all applicable state and federal laws and regulations.
- c. The applicant certifies that to the best of his/her knowledge the information in the application is correct, that all application elements have been addressed as required in this application, and that the applicant understands and will comply with the assurances.
- d. The applicant agrees to conduct a review of their planning phase, and submit milestones and deliverables as required, including, but not limited to, a comprehensive report with details for the projected Lab School implementation, expenses, and other items as may be prescribed by the Department.

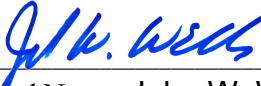
- e. Applicants receiving a Planning Grant are expected, by the end of the term of such grant, to submit a subsequent application for the launch of a Lab School to the Department, for review and approval by the Board.
- f. Applicant provides assurance to subscribe to the following reporting requirements timetable:

TIMELINE	BENCHMARK AND DELIVERABLES
On or before the end of the first quarter of the grant term	Awardee must present a proposed list of milestones, measures of success, and deliverables.
On or before the end of the second quarter of the grant term	Awardee must submit a progress report in order to be eligible for the second installment of the award.
On or before the end of the third quarter of the grant term	Awardee must present progress on milestones and deliverables, including submission to the Board of an application for approval to launch a Lab School.
On or before the end of the grant term	Awardee is expected to have attained approval by the Board to launch a Lab School.

2. SIGNATURES

- a. Higher Education Authorization: Emory & Henry College

Signature of [AUTHORIZED REPRESENTATIVE of public institution of higher education; public higher education center, institute, or authority; or an eligible institution]:

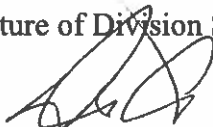


 Printed Name: John W. Wells, PhD
 Title: President, Emory & Henry College
 Date: December 21, 2022

NOTE: Emory & Henry College will serve as the Fiscal Agent for this planning grant application. The signatures below from the lead school division, Smyth County Public Schools, are provided to demonstrate the support and partnership of public school divisions on this project.

b. Fiscal Agent Authorization (if applicable):

Signature of Division Superintendent of Fiscal Agent School Division:



Printed Name: Dennis Carter
Title: Division Superintendent, Smyth County Public Schools
Date: December 16, 2022

c. Signature of Chairman of School Board of Fiscal Agent:



Printed Name: Jesse Choate
Title: Chairman of the School Board, Smyth County Public School
Date: December 16, 2022

D. REGIONAL AND APPLICANT DIVERSITY

1. Planning Grants will be awarded in a manner that encourages ready access to Lab School options and the establishment of Lab Schools in each of the Department's [eight Superintendent regions](#).

The proposed College Partnership Laboratory School is being planned for implementation in Southwest Virginia, which falls within Superintendent Region 7.

2. Indicate Proposed Name(s) of Lab School:

Southwest Virginia Healthcare Excellence Academy Laboratory School
(SWVA-HEALS)

3. Identify Proposed Physical Location(s) of Lab School:

The proposed Lab School will operate out of the following physical locations:

- a. Emory & Henry College - Health Sciences Campus located at 565 Radio Hill Rd., Marion, VA 24354 (classrooms, clinical skills labs, clinical simulation labs)
- b. The Wayne C. Henderson School of Appalachian Arts located at 203 North Church Street, Marion, VA 24354 (classrooms);
- c. Southwest Virginia Higher Education Center located at 1 Partnership Circle, Abingdon, VA 24210 (classrooms, clinical skills labs, clinical simulation labs)

E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE

1. PROGRAM DESCRIPTION

- a. General description of the program (*2-3 paragraphs maximum*):

The proposed Southwest Virginia Healthcare Excellence Academy Laboratory School (SWVA-HEALS) program is designed to establish a high school career academy for 10th-12th graders to serve as a “pipeline” for preparing future healthcare professionals to meet the workforce shortages in Southwest Virginia. The national healthcare workforce shortages have been well documented and are prevalent across all healthcare disciplines and settings; however, these workforce shortages are even greater in the rural Appalachian regions of Southwest Virginia, especially in the fields of nursing and behavioral health. For this reason, the SWVA-HEALS program will include a special emphasis on increasing high school students’ awareness of, interest in, and preparation for pursuing the education pathways that lead to careers in the nursing and behavioral health professions.

The SWVA-HEALS program is a collaborative partnership between the School of Health Sciences and School of Nursing from Emory & Henry College, the public school divisions of Smyth County, Wythe County, Washington County, and the City of Bristol, the Southwest Virginia Higher Education Center, the A. Linwood Holton Governor’s School, Virginia Highlands Community College and Wytheville Community College.

The first year of the SWVA-HEALS program (i.e., 10th grade) will focus on career exploration across the many disciplines of healthcare professions, including nursing and mental health, and will include active engagement through early career forums and shadowing opportunities. Students will

develop an individualized college and career plan during the first half of their 11th grade year and work closely with faculty and mentors to implement and complete their plan prior to graduation. Evidence-based teaching and learning strategies will be integrated across the SWVA-HEALS curriculum including an emphasis on active, engaged learning. (i.e., clinical simulation, team-based projects, case-based modules). All healthcare professionals need strong critical thinking, problem solving, and communication skills to work in the ever changing healthcare environment and to meet the rural healthcare needs of the medically underserved region of Southwest Virginia. These 21st Century skills will be interwoven throughout the SWVA-HEALS curriculum.

b. Rationale for the program (2-3 paragraphs maximum):

The Virginia Hospital and Health Care Association (VHCA) recently reported that healthcare workforce shortages were the second highest public health concern cited by Virginians, after violence and crime. (<https://www.vhha.com/communications/poll-shows-virginians-view-community-violence-health-care-workforce-shortages-as-top-public-health-concerns/>) Successfully addressing the healthcare workforce shortages in Virginia will require strategic approaches for training, recruiting, and retaining qualified healthcare professionals.

Studies have found that students who grow up in a rural region and earn their healthcare degree in that region are more likely to live and practice in that region.¹ The proposed Southwest Virginia Healthcare Excellence Laboratory School is designed to provide this “grow our own” approach to addressing the healthcare workforce shortages in this rural region. While this high school “pipeline” approach will not provide an immediate impact on the healthcare workforce areas that require baccalaureate and graduate degrees for entry into the professions, it will establish a high quality, sustained pathway for training future healthcare professionals. Investment in the establishment of this “pipeline” will pay dividends well into the future.

c. Nature of innovation proposed for the program, including how it will improve student academic proficiency, mastery, college and career readiness, and long-term outcome goal (2-3 paragraphs maximum):

The SWVA-HEALS program is based on the innovative “career academy” educational model that has been shown to be beneficial in improving students' readiness for both postsecondary education and career preparation.^{2,3} Career academies are small learning communities within high schools that provide a rigorous, sequential, college-prep and experiential curriculum focused around a specific career theme. The healthcare career-focused coursework in the proposed SWVA-HEALS program will be taught by

an interdisciplinary team of faculty and will be designed to help students connect their “academic learning to real-world healthcare applications.” This real-world application approach to learning helps to improve students’ achievement of academic proficiency and mastery of content. The collaborative career academy model has been shown to provide enhanced opportunities for professional mentoring and work-based learning opportunities.⁴

The SWVA-HEALS program will include the expectation for the faculty who teach the core subjects (i.e., English, Biology, Math) and the faculty who teach the career-focused courses to collaborate in an effort to align and integrate their content while also emphasizing the relevance of what they are teaching to their students’ future career pathways. Students’ academic proficiency is improved through this alignment of content and integration of active-learning exercises such as clinical simulation and case-based scenarios, and work-based learning activities, such as shadowing, scribing, and internship opportunities. This academic model has been shown repeatedly to increase high school students’ awareness of and interest in pursuing healthcare related careers, which supports the overall SWVA-HEALS goal to increase the number of high school graduates from Southwest Virginia who become healthcare providers practicing in Southwest Virginia.

The SWVA-HEALS program will also incorporate several dual credit courses and potential certificates options (i.e., Pharmacy Technician). As a result, this experiential learning model will allow students to graduate high school with college credits, career-related experiences, and real-world career preparation.

d. Expected student learning benefits *(2-3 paragraphs maximum)*:

The SWVA-HEALS program will emphasize an active and engaged teaching and learning model designed to help students acquire and apply new knowledge and skills to real-world healthcare problems and scenarios. Active learning strategies will incorporate applied learning through problem-based, case studies and small group discussions that help students develop critical thinking and problem solving skills that can then translate into clinical decision making skills in healthcare. Team-based scenarios will be used to develop students’ collaboration and communication skills that are essential for developing the ability to function effectively in interdisciplinary healthcare teams. Clinical simulation experiences, healthcare shadowing opportunities, community service, and professional mentoring will provide students the opportunity to establish a college and career readiness plan.

- e. Expected teacher learning and professional development benefits (2-3 paragraphs maximum):

Career academies provide a rigorous, sequential, college-prep curriculum focused around a specific career theme. The career-focused coursework is taught by an interdisciplinary team of faculty from across the partnering institutions, and is intentionally designed to help students connect their “academic learning to real-world applications.” This real-world application approach to learning helps to improve students’ achievement of academic proficiency and mastery of content. Successful development, implementation, and ongoing assessment of the SWVA-HEALS curriculum will require collaboration across the faculty from all partnering institutions. It will be essential that the science-based high school core courses, SWVA-HEALS healthcare-focused courses, and dual-credit courses all align and support the sequential, scaffolding nature of the healthcare career academy pathway. The involved faculty from each partnering institution will be asked to attend team-based curriculum planning sessions and professional development workshops to ensure best practice teaching and learning strategies are integrated throughout the curriculum. The faculty will also develop a collaborative assessment plan to ensure the achievement of specific performance goals and student learning outcomes.

- f. Content areas addressed:

The specific instructional content and its sequencing across the 10th-12th grade SWVA-HEALS curriculum will be fully fleshed out during the formal planning process that will begin in the spring of 2023. The planning phase will also explore potential healthcare related certificates or credentials that could be incorporated into the SWVA-HEALS program (i.e., Pharmacy Technician Certificate, Phlebotomy Certificate).

The SWVA-HEALS program will provide content that complements the standard high school curriculum, while providing learning opportunities that link content and skills learned in school to a healthcare college and career plan. Sample content areas that may be included in the SWVA-HEALS program are listed below.

Introduction to healthcare topics

- Health literacy
- Health disparities
- Social determinants of health
- Population health
- Interprofessional education (IPE) and interprofessional clinical practice (IPCP)

- Challenges and rewards of rural healthcare
- HIPAA
- Telemedicine
- Evaluating health information

Introductory healthcare skills

- Assessment of vitals
- Bloodborne pathogen training
- CPR/AED certification
- Stop the bleed
- Narcan training

Career exploration

- Healthcare settings
- Healthcare roles
- Healthcare professions
- Shadowing opportunities
- Career forums / roundtable discussions

Educational Pathways to Careers in Healthcare

- 2-year associate's degree
- 4-yr baccalaureate degree
- post baccalaureate graduate degree

College & Career Readiness Skills

- professionalism
- ethics
- communication
- critical thinking
- digital/technology proficiency

Potential Dual Credit Courses

- Anatomy and Physiology (Blended format)
- Medical Terminology (online)
- General Chemistry

2. **GOAL**

State the overall proposed goal for the program:

The overall goal of the SWVA-HEALS program is to increase the number of high school graduates from Southwest Virginia who become healthcare providers practicing in Southwest Virginia. The specific aims for achieving this goal include: (1) developing a sustainable academic pipeline for preparing

future healthcare professionals to meet the workforce shortages in Southwest Virginia; and (2) preparing college- and career-ready students to pursue the required college degrees and professional credentials that lead to healthcare careers.

3. TIMELINE

Provide a timeline of the planning process, including the proposed date/school year for launch of a Lab School:

The initial planning process for developing the proposed College Partnership Laboratory School began in the summer of 2022 with early discussions between Emory & Henry College and Smyth County Public Schools. The formal timeline for the planning process is provided below.

June 2022	Initial meeting of potential partners to gauge interest in developing a College Partnership Laboratory School focused on healthcare career pathways (Representatives from Emory & Henry College (E&H), Smyth County Public Schools (SCPS), Virginia Highlands Community College (VHCC), and Wytheville Community College (WCC))
August 3, 2022	Submitted <i>Interest Request</i> document to the Office of Secretary of Education outlining plans to develop the Southwest Virginia Healthcare Excellence Academy Laboratory School (SWVA-HEALS) program.
November 3, 2022	Planning meeting to review Planning Grant Application, Guidelines and Instructions.
November 21, 2022	Planning meeting with expanded team of collaborating partners (include the Southwest Virginia Higher Education Center, Wythe County Public Schools, Washington County Public Schools, A. Linwood Holton Governor's School, and City of Bristol Schools.
December 22, 2022	Submitted College Partnership Laboratory School Planning Grant Application to the Virginia Department of Education.

Spring 2023	<p>Establish a formal advisory board to include representatives from the partnering institutions as well representatives from regional healthcare employers, and the Mount Rogers Health District.</p> <p>Begin search for Director of SWVA-HEALS program.</p> <p>Establish Curriculum Planning Committee</p>
April 2023	Submit a proposed list of milestones, measures of success, and deliverables to the Department of Education.
June 2023	Submit a progress report to VDOE in order to be eligible for the second installment of the award.
July 2023	Finalize curriculum; Finalize admission procedures
August 2023	Submit progress on milestones and deliverables; Submit to the Board of an implementation grant application for approval to launch a Lab School.
AY 2023-3024	Launch SWVA-HEALS Program
Fall 2023	Admit first cohort of 10th grade students; students will attend orientation session(s).
January 2024	First SWVA-HEALS courses launched

F. STUDENT POPULATION AND RELEVANT RESEARCH

1. TARGETED STUDENT POPULATION

- a. Describe the student population and discuss why they are proposed. Include the number of students, reporting group(s), and grade level(s):

Target Population

The SWVA-HEALS program plans to target 10th, 11th, and 12th grade students from the rural school divisions of Smyth County, Wythe County, Washington County, and the City of Bristol who have an interest in pursuing a career in healthcare. This population of students is considered to be “at risk” due to both socioeconomic factors and the fact that they have experienced learning loss as the result of the

COVID-19 pandemic. The socioeconomic factors associated with this group of students are highlighted in Section F.1.b. below, which describes the communities the SWVA-HEALS program will serve.

As previously described, the SWVA-HEALS program incorporates the “career academy” educational model, which has been shown to effectively prepare 10th-12th grades students for healthcare-related college and career pathways. The success of this model in other regions of the country played a key role in the decision to target 10th-12th graders for the SWVA-HEALS program.^{2,5} Also, from an academic sequencing perspective, the proposed 10th-12th grade cohort model aligns well with the current career exploration programs being provided in grades 6-9 by the partnering school divisions. For example, current 6th graders complete the Major Clarity career interest inventory that helps them begin to identify career pathways. Students then take a Careers and You class in the 7th or 8th grade. Beginning in their 9th or 10th-grade years, students begin taking the courses that prepare them for career and college readiness. Students who identify an interest in or aptitude for a healthcare career need solid backgrounds in math through Pre-Calculus, science backgrounds through Chemistry, and reading and writing skills taught in honors English classes. These science, math, and English courses provide the foundational knowledge for the healthcare-related courses that will be offered through the SWVA-HEALS program. Additionally, the SWVA-HEALS curriculum will include several dual enrollment courses, which will require students to have achieved 11th and 12th grade status.

Number of Students

Our current plan is to phase in the cohorts over a three-year period to maximize student outcomes and to promote program sustainability. As shown in the table below, we anticipate admitting 32 10th grade students (8 students from each school division) to the SWVA-HEALS program in Year 1 (2023-2024).

Academic Year	Cohort	# of Students
2023-2024	Grade 10	32
2024-2025	Grades 10-11	64
2025-2026	Grades 10-12	96

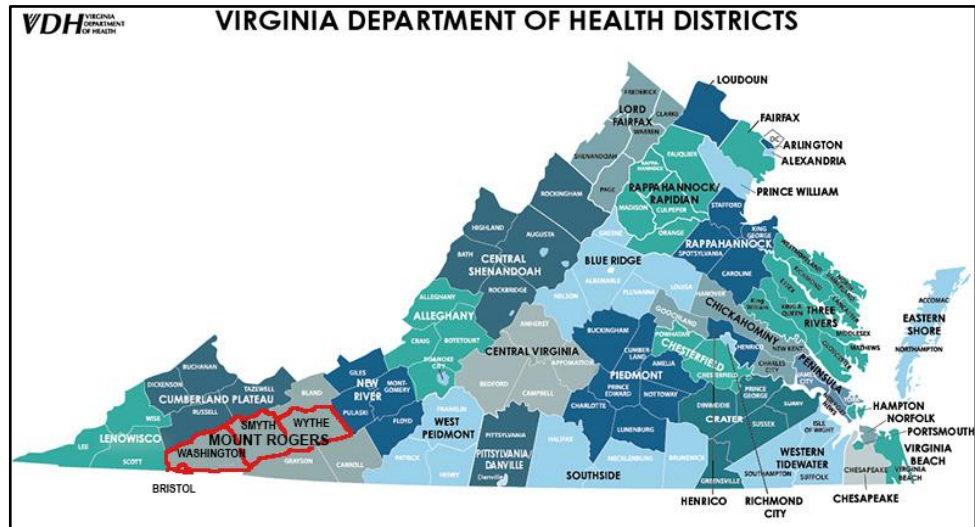
When fully implemented in Year 3 (2025-2026), the SWVA-HEALS program anticipates enrolling a total of 96 students across all 3 grade levels.

GRADES TO BE SERVED FOR THE FULL TERM OF THE APPROVED LAB SCHOOL CONTRACT (PLEASE CHECK ALL THAT APPLY*)			
Pre-K		Sixth Grade	
Kindergarten		Seventh Grade	
First Grade		Eighth Grade	
Second Grade		Ninth Grade	
Third Grade		Tenth Grade	x
Fourth Grade		Eleventh Grade	x
Fifth Grade		Twelfth Grade	x

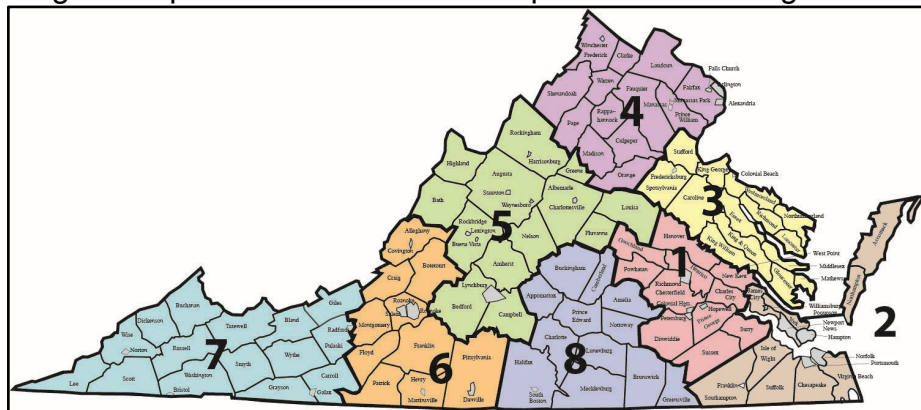
*If the applicant intends to add or change grade levels at some point during the Lab School’s operation, please provide this information in the education program section of the narrative.

b. Describe the community(ies) the school(s) serves:

The SWVA-HEALS program will serve the Appalachian Highlands region of Southwest Virginia spanning the three counties of Wythe, Smyth, and Washington, and the City of Bristol. These rural communities are located along the Interstate-81 corridor and are all included in the Mount Rogers Health District and Region 7 of the Virginia Department of Education Superintendent’s Regions.



Virginia Department of Education Superintendent's Regions



Each of the communities served by the SWVA-HEALS program is also designated as a Health Professional Shortage Area (HPSA) (Health Resources & Services Administration, <https://data.hrsa.gov/tools/shortage-area>). These 4 communities rank from the lower half to the lowest quarter of all 134 counties in the Commonwealth of Virginia for the areas of health outcomes and socioeconomic factors. The rankings data from the [2022 County Health Rankings & Roadmaps](#) (CHR&R) report are summarized in the table below.

2022 County Health Rankings & Roadmaps (CHR&R)					
	Bristol City	Smyth County	Wythe County	Washington County	Virginia
Ranking out of 134 Counties	#104	#115	#86	#77	-
Health Outcomes	Least healthy (0-25%)	Least healthy (0-25%)	Lower middle range (25-50%)	Lower middle range (25-50%)	-
High School Graduation Rate	83%	93%	94%	89%	88%
Some College	50%	49%	58%	63%	72%
Children in Poverty	31%	21%	18%	17%	12%
Children Eligible for Free or Reduced Cost Lunch	88%	77%	50%	55%	45%
Median Household Income	\$41,400	\$43,400	\$54,400	\$53,800	\$79,200

2022 County Health Rankings & Roadmaps (CHR&R). University of Wisconsin Population Health Institute. Accessed at countyhealthrankings.org on December 12, 2022.

- c. If the Lab School is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education, classical education, etc.), please describe the focus:

The proposed SWVA-HEALS program will provide a specialized focus on preparing students for healthcare careers, with a special emphasis on nursing and behavioral health career pathways. The program's coursework and experiential opportunities will provide students with: (1) an increased awareness of the wide variety of healthcare settings and career opportunities, (2) an understanding of the 2-year, 4-year, and graduate post-secondary degree pathways associated with specific healthcare careers; (3) a strong foundation in the health-related sciences (i.e., anatomy & physiology); (4) introductory healthcare skills to enhance their engagement in career preparation; (5) real-world exposure to healthcare professions and professionals through clinical shadowing opportunities; (6) mentorship from college healthcare students from a wide variety of healthcare education programs including, but not limited to, nursing, mental health counseling, physical therapy, occupational therapy, physician assistants, and pharmacy; (7) an introduction to the common health issues and health disparities associated with the rural communities in Appalachia; (8) an understanding of and appreciation for the increased need for rural healthcare professionals; and (9) enhancement and application of 21st Century skills to college and career readiness in preparation for healthcare careers.

2. RELEVANT RESEARCH

Discuss any relevant research tied to the proposed student population and overall goal of the program to demonstrate that it will improve student academic proficiency, mastery, college and career readiness, and long-term outcomes:

The proposed SWVA-HEALS program will provide an evidence-based or "best practice" approach to preparing rural high school students with the college and career readiness knowledge, skills, and experience to successfully pursue healthcare careers. As stated in Section F.1.a. (pg. 13), we specifically chose the career academy model for the proposed SWVA-HEALS program because of its success in other regions of the country. We intentionally integrated supporting research into the narrative responses provided in the previous sections of this grant application.

The summary below provides additional research evidence to support the SWVA-HEALS program's goal to increase the number of high school graduates from Southwest Virginia who become healthcare providers practicing in Southwest Virginia and the specific aims of (1) developing a sustainable academic pipeline for preparing future healthcare professionals to meet the workforce shortages in Southwest Virginia; and (2) preparing college- and career-ready students to pursue the required college degrees and professional credentials that lead to healthcare careers.

Additional relevant research

The career academy model has been widely studied over the last 50 years and proven to be one of the most effective and popular ways to address high school student readiness for post-secondary education and careers.² More importantly, healthcare focused career academies involving 10th-12th graders have consistently demonstrated positive outcomes including increased health literacy, increased awareness of health career options, and students' intentions to pursue education pathways to healthcare careers.⁵ Additionally, healthcare focused career academies have demonstrated positive results in student engagement in high school and in students' confidence in pursuing college degree toward a healthcare career.^{6,7}

Growing up in a rural area continues to be a strong predictor of future healthcare practice in a rural area.⁸ This evidence strongly supports the "grow our own" approach central to the SWVA-HEALS program.

In 2019, the Lumina Foundation reported that the high school graduation rates in rural communities are typically higher than the national average, while the number of rural students who go on to earn a college degree fall below national rates, with roughly 19 percent of rural Americans holding a bachelor's degree or higher. (<https://www.luminafoundation.org/focus-magazine/fall-2019/in-rural-america-too-few-roads-lead-to-college-success/>) The data presented in the Rural Health Rankings table on 16 demonstrate this is also true for the four counties that will be served by the SWVA-HEALS program.

As cited above, the healthcare focused career academy model has been shown repeatedly to increase high school students' awareness of and interest in pursuing healthcare related careers, which supports the overall SWVA-HEALS goal to increase the number of high school graduates from Southwest Virginia who become healthcare providers practicing in Southwest Virginia.

References

1. Strassera R, Neusyb AJ. Context counts: training health workers in and for rural and remote areas. *Bull World Health Organ* 2010;88:777–782.
2. Visher MG, Altuna JN, Safran S, and Somers MA. Making It Happen: How Career Academies Can Build College and Career Exploration Programs. MDRC, 2013.
3. Kemple JJ, Willner CJ. Career Academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood. MDRC. 2008 (accessed at <https://www.mdrc.org/publication/career-academies-long-term-impacts-work-education-and-transitions-adulthood>)
4. Career Academies: Changing With the Times. Principal Leadership. 18, 2018. National Association of Secondary School Principals
5. Kumar K, Jones D, Naden K, Roberts C. Rural and remote young people's health career decision making within a health workforce

development program: a qualitative exploration. *Rural and Remote Health*. 2015; 15:3303 (Online)

6. Loera G, Nakamoto J, Boal AL, Wendt SJ, Beck C, & Cherry C. Growth in career academy students' experience, knowledge, and self-confidence related to health care careers. *Career and Technical Education Research*. 2016; 41(1):13.
7. Kemple JJ, Snipes JC. Career academies: impacts on students' engagement and performance in high school. New York, NY: MDRC. 2000. (accessed at
8. MacQueen IT, Maggard-Gibbons M, Capra G, Raaen L, Ulloa JG, Shekelle PG, Miake-Lye I, Beroes JM, and Hempel S. Recruiting rural healthcare providers today: a systematic review of training program success and determinants of geographic choices *Journal of General Internal Medicine*. 2017; 33(2):191–9.

G. COLLABORATION AND STAKEHOLDER INVOLVEMENT

1. Describe the involvement of local school divisions, community-based organizations, employers, teachers, and parents in the planning, development, and implementation of the proposed program:

Education Partners

Emory & Henry College is pleased to be leading the collaborative team involved in the planning, development, and implementation of the proposed SWVA-HEALS program. This proposed College Partnership Laboratory School project involves a number of local school divisions, as well as other key educational partners (see table below). Representatives from each of these institutions have been involved in the early discussions and preliminary planning for the SWVA-HEALS program and the submission of this College Partnership Laboratory School planning grant application.

SWVA-HEALS Education Partners		
	Partner	Anticipated Development & Implementation Roles
Lead Applicant	Emory & Henry College	Serve as the Team Leader and fiscal agent for the SWVA-HEALS program; ; work collaboratively with high school and community college faculty in the development of SWVA-HEALS courses; work collaboratively with partners to

		establish admission policies and procedures; serve as a physical site for SWVA-HEALS courses on the E&H Health Sciences Campus in Marion, VA; provide primary office location for Lab School Director; provide exposure to healthcare professions including clinical mental health counseling, nursing (RN, BSN, family nurse practitioner) physical therapy, occupational therapy, and physician assistant.
K-12 Public School Divisions	Smyth County Public Schools	Develop crosswalk for high school curriculum to ensure all Standards of Learning are met; work collaboratively with E&H faculty in the development of SWVA-HEALS courses; work collaboratively with E&H to establish admission policies and procedures.
	Wythe County Public Schools	
	Washington County Public Schools	
	Bristol Virginia Public Schools	
Virginia Governor's School	A. Linwood Holton Governor's School	Provide virtual health science related dual enrollment courses (i.e., Anatomy & Physiology, Medical Terminology)
Community Colleges	Virginia Highlands Community College (VHCC)	Provide dual enrollment course offerings; provide career coaching and advising for students planning to pursue 2-year healthcare programs.
	Wytheville Community College (WCC)	Provide dual enrollment course offerings; provide physical space for SWVA-HEALS courses through WCC location in the Wayne Henderson School of the Arts

		in Marion, VA; provide career coaching and advising for students planning to pursue 2-year healthcare programs.
Public Higher Education Center	Southwest Virginia Higher Education Center	Serve as a physical site for SWVA-HEALS courses; provide secondary office location for Lab School Director; provide exposure to healthcare professions including pharmacy, nurse anesthesia, and medical laboratory science, family nurse practitioner.

There have been preliminary discussions related to the potential for extending the SWVA-HEALS program into the Lenowisco Health District in year 2 or 3. This expansion would potentially involve the addition of the public school divisions in Wise County and the City of Norton, along with the University of Virginia at Wise. This potential expansion will require further exploration to determine its feasibility, logistics, and sustainability.

Additional Partners and Stakeholders

We plan to establish an Advisory Committee that will include representatives from the regional healthcare community (healthcare administrators, providers, and employers) as well as representatives from key community organizations including, but not limited to, the Smyth County Community Foundation, Smyth County HealthTrust, Mount Rogers Health District, Wellspring Foundation, Highlands Community Services, and Mount Rogers Community Services.

Select faculty, staff, and administrators from the educational partners, will be involved in focus groups throughout the planning process. Also, a subset of faculty from the healthcare and science disciplines will be engaged in the curriculum planning and course development. Lastly, focus group sessions and surveys will be planned for seeking input from parents who have children interested in pursuing healthcare careers.

2. If the Lab School is going to be in partnership with a local school division(s), please describe the partnership briefly:

As noted above, the SWVA-HEALS program is being planned in partnership with multiple public school divisions in Southwest Virginia, including Smyth County, Wythe County, Washington County, and the City of Bristol.

Emory & Henry College and our collaborative partners are committed to working cooperatively to plan a laboratory school pursuant to the aims and objectives of the Virginia College Partnership Laboratory School Grant. The quality and success of the proposed SWVA-HEALS program will require joint planning to ensure the lab school curriculum and assessments align with public school degree requirements as well as the postsecondary and career pathway requirements.

If awarded a College Partnership Laboratory School planning grant, Emory & Henry College plans to further define the role of each educational partner through the establishment of formal memorandums of understanding.

H. SUSTAINABILITY

1. The goal of the Planning Grant program is to support public institutions of higher education; public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as defined in § 23.1-628, as they develop and implement programs in order to create or improve capacity to operate and sustain a Lab School independently of long-term state funding, and in a manner that promotes quality, innovation, and program results.
2. Please describe the capacity of your public institution of higher education; public higher education center, institute, or authority; or eligible institution to implement a Lab School:

Emory & Henry College has the capacity to create and effectively implement the proposed collaborative, healthcare-focused lab school (SWVA-HEALS) in a manner that promotes quality, innovation, and program results. The specific experience, infrastructure, and capabilities for leading this lab school implementation are summarized below.

Demonstrated Commitment to Health Professions Education

Emory & Henry has a long tradition of educating professionals who can go on to have a positive impact in the region and to serve as a resource and a driver for economic development. The College's strategic growth in health science education demonstrates its ongoing commitment to the region, particularly as it relates to addressing the healthcare workforce shortages and the need for improved access to quality healthcare.

Experience in Preparing Future Healthcare Professionals

The E&H Pre-Health Program (<https://www.ehc.edu/academics/pre-health/>) has a strong history of preparing future healthcare professionals. This

interdisciplinary program provides rigorous academic coursework, real-world experiential opportunities, and faculty support and guidance for undergraduate students interested in pursuing careers in healthcare-related fields. The interdisciplinary team of faculty advisors provide expertise in preparing and guiding E&H pre-health students to graduate programs in Medicine, Behavioral Health, Rehabilitation Sciences (Athletic Training, Occupational Therapy & Physical Therapy), Nursing, Physician Assistant, Optometry, Dentistry, Pharmacy, and Veterinary Medicine. In addition, the E&H Pre-health Program has established admission agreements and articulations with a number of institutions in the Southwest Virginia, including:

- Master of Science in Athletic Training Guaranteed Admissions - University of Lynchburg
- Edward Via College of Osteopathic Medicine - Guaranteed Interview
- Edward Via College of Osteopathic Medicine - Rocovich Scholars Early Admission
- Kentucky College of Optometry at the University of Pikeville
- Appalachian College of Pharmacy Priority Admission
- ETSU Bill Gatton College of Pharmacy Priority Admission
- Shenandoah University - Bernard J. Dunn School of Pharmacy Priority Admission

The E&H Pre-health Program has also established valuable internships, shadowing, scribing, and volunteering opportunities for students to gain real-world experience in regional clinics and hospitals.

The School of Health Sciences (SHS) at Emory & Henry College was established with the goal of preparing highly-skilled healthcare professionals who could meet the workforce needs in the region. Since 2015, the E&H SHS has prepared over 500 healthcare professionals through its master's degrees in Clinical Mental Health Counseling (MS-CMHC) and Physician Assistant Studies (MPAS) and clinical doctorate degrees in Occupational Therapy (OTD), and Physical Therapy (DPT).

In 2021, E&H established its School of Nursing to specifically address the serious nursing workforce shortages in the region. The School of Nursing currently offers a Bachelor of Science in Nursing (BSN) with both a post-licensure RN-BSN track and a traditional pre-licensure BSN track and will launch a Master of Science in Nursing (MSN) program in the fall of 2023.

The curricula across all of the SHS and SON programs integrate a focus on rural healthcare and care for medically underserved patient populations. The

health science and nursing faculty members' teaching and clinical expertise in rural healthcare will be a valuable asset to the proposed healthcare focused lab school. In addition, the lab school will benefit from the involvement of SHS and SON graduate students as mentors and advocates for pursuing healthcare careers.

Health Professions Education Facilities

In 2014, E&H established its Health Sciences Campus in Marion, Virginia on the site of the former Smyth County Community Hospital. The College has completed multiple renovation projects to repurpose the former hospital campus to serve as the home for its School of Health Sciences and School of Nursing. The E&H Health Sciences Campus provides exceptional, state-of-the-art teaching and learning facilities that include classrooms, clinical skills labs, a technology enhanced cadaver anatomy lab, and multiple clinical simulation labs equipped with high fidelity mannequins, skill task trainers, and standardized patient exam rooms. The culture and mission on the E&H Health Sciences Campus emphasizes an inclusive, collaborative and interprofessional environment for learning.

Experience in K-12 Healthcare Pipeline Programs

Emory & Henry has experience in developing sustainable pipeline programs for K-12 students to explore healthcare career opportunities and the education pathways associated with these careers. In 2019, E&H began offering a 1-week summer camp for rising 10th, 11th, and 12th graders interested in exploring healthcare careers. The camp program provided classroom instruction, evidence-based, interprofessional collaboration and simulation activities, panel discussions with E&H faculty, students and local healthcare professionals, and shadowing opportunities that exposed students to a variety of health-related professions and local healthcare professionals.

In 2022, E&H received funding from the CIGNA Foundation to support expansion of the summer camp to include nursing and to increase the program from a single 1-week offering to 3 1-week camps. These camps specifically targeted students in Smyth County, Washington County, and Bristol, Virginia school divisions. In 2023, the summer healthcare camp will further expand to include experiential opportunities for rising 9th graders from Smyth County. This expansion is being planned in partnership with the Smyth County Community HealthTrust.

As the lead institution for the SWVA-HEALS program, Emory & Henry plans to leverage all of our existing relationships, resources, and programming to establish and enhance the preparation of high school students to become future healthcare professionals.

3. Identify potential affiliates, partners, and describe potential sustainable funding sources:

As the lead institution in the proposed College Partnership Laboratory School, Emory & Henry College is committed to seeking additional external funding sources as well as allocating institutional annual budget funds in the future to maintain support of the Lab School Director and Support Staff positions, which would both be full-time E&H employees. Faculty and students from the E&H Schools of Health Sciences and Nursing who provide instruction or mentoring within the SWVA-HEALS program will do so as part of their teaching or service workloads. Health Science and Nursing students who provide instruction or mentoring within the program will do so through either a student worker assignment or as part of their community service requirements.

The school division partners from Smyth County, Washington County, Wythe County, and the City of Bristol will work with legislators to provide ideas in General Assembly sustainable funding utilizing additional Average Daily Membership (ADM) funds for each student who attends the proposed SWVA-HEALS program. The school division partners will also support the costs associated with transporting students to and from the local school campuses to the SWVA-HEALS campus locations.

Several affiliate partners have expressed sincere interest in the proposed SWVA-HEALS program and the potential for providing financial support at some level. These affiliate partners include the regional health system, Ballad Health, the two Ballad Health hospitals in the service area of the SWVA-HEALS program (Smyth County Community Hospital and Johnson Memorial Hospital), the Smyth County Community Foundation, and the Smyth County Community HealthTrust. We also plan to seek in-kind support from a number of potential affiliate partners such as the Mount Rogers Health District, the regional Community Service Boards, and the local Free Clinics. We are hopeful that this in-kind support could provide shadowing and internship opportunities for the SWVA-HEALS students.

4. Identify potential barriers to the planning process and possible ways to address them:

Our ability to complete the search and hiring of the Lab School Director position could be a potential barrier to the continued planning process for the proposed SWVA-HEALS program. Ideally, we would like the Lab School Director to lead the next phase of the planning process and the development of the implementation grant application. Prior to the hiring of the Lab Director, Emory & Henry will allocate workload time to another full-time staff member to ensure the planning process proceeds according to the proposed timeline.

I. BUDGET OF DIRECT COSTS (WITH \$200,000 MAXIMUM)

1. Complete the budget table below outlining the financial plan of how the Planning Grant will be used in the effort to establish a Lab School. The Planning Grant period and use of funds may not exceed 12 months from the date of award.
2. Only include direct operating costs. Indirect costs and capital outlay costs are not allowed. Include a description of expenses that explains appropriateness of expenses based on the category descriptions shown below.
3. All expenses must be directly related to the proposed Planning Grant activities. Applicants are not guaranteed the requested award amount and any award may be proportionally adjusted according to application's weighted Planning Grant Application Evaluation Rubric score and to reflect only those expenditures that are designated as permissible.
4. **Note: Any unspent Planning Grant funds remaining at the end of the grant term must be returned by the recipient to the Department.**

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
1000 – Personal Services	Lab Director \$85,000 Support Staff \$34,000	\$119,700
2000 – Employee Benefits	Benefits (25%)	\$29,750
3000 – Purchased/Contractual Services	Course development: (\$2000 x 10 courses = \$20,000) Professional Development Workshops and Training (\$6000) Focus Group Sessions with faculty, students, parents, healthcare providers, university healthcare students (food, mileage, meeting materials) (\$4000) Advisory Committee meetings (food, meeting materials) (\$1500)	\$31,500

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
4000 – Internal Services		
5000 – Other Services	Search costs associated with hiring Director and Support Staff (Travel, meals)	\$1,000
6000 – Materials and Supplies	Print materials for promoting SWVA-HEALS program to parents and students. (\$4000) Clinical skills laboratory supplies for initial orientation sessions	\$18,050
Total		\$200,000

*** Total cannot exceed \$200,000 with additional funding considered at the discretion of the Department on a case-by-case basis and in accordance with available funds.**

Please visit the [Virginia Department of Education OMEGA object codes universal guidelines](#) for a complete description of the budget categories.

As outlined in the budget table above, the SWVA-HEALS planning grant budget request includes funding to support the following: (1) search costs and salary/benefits associated with hiring a Director for the SWVA-HEALS program and a support staff member, (2) stipends for existing faculty to develop the new SWVA-HEALS courses, (3) professional development workshops for faculty and student mentors, (4) cost of food, mileage, and materials for focus group meetings with parents, students, healthcare employers, and potential shadowing and experiential site staff, (5) print materials to promote the SWVA-HEALS programs to parents and students, and (6) clinical skills laboratory supplies and materials to be incorporated into the hands-on, experiential orientation sessions.

APPENDIX: PLANNING GRANT APPLICATION EVALUATION RUBRIC

For the applicant’s information, the following will be used as the Planning Grant Application Evaluation Rubric for this application. Applicant does not need to complete this section.

AREA OF CONSIDERATION	DESCRIPTION	POINTS AVAILABLE
Targeted Student Population(s) and Relevant Research	Application proposes intention to serve at-risk students and/or offer a new, innovative model of instruction grounded in evidence-based practices to improve student academic proficiency, mastery, college and career readiness, and long-term outcomes.	30
Clarity of Program Description Goal, and Timeline	The program description and goal are clear and attainable. Indication of programmatic, operational, and infrastructural capacity to advance an application to launch a Lab School program, as well as launch a Lab School no later than the 2024-2025 school year. Additional preference will be given to applicants with an earlier Lab School launch timeline.	20
Sustainability	Evidence of institutional commitment to the viability of a Lab School in a manner that promotes quality, innovation, program results, and sustainability.	20
Collaboration	Evidence of engagement and collaboration with stakeholders, including local school divisions, community-based organizations, employers, teachers and parents.	15
Regional and Applicant Diversity	Evidence of diversity of location, with the goal of Lab Schools in each Superintendent region. For applicant diversity, preference will be given to new applicants in the event a concurrent applicant has previously received a Planning Grant during the current application period.	15