# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the sixth annual Excellence in Action awards, through which we recognize and honor superior Career Technical Education (CTE) programs of study from across the nation.   
  
**CRITERIA FOR JUDGING**

Selected programs will exemplify excellence in:

* Implementing Career Cluster®-based [programs of study](https://careertech.org/programs-study);
* Maintaining effective employer and business partnerships;
* Demonstrating alignment to rigorous and relevant college- and career-ready expectations;
* Demonstrating a clear progression of knowledge and skills and learner transitions across secondary and postsecondary systems;
* Integrating successful career guidance and advisement;
* Integrating high-quality work-based learning experiences;
* Highlighting alignment to workforce and employer needs in the community;
* Providing concrete data on the program of study’s impact on learner achievement, success at both the secondary and postsecondary levels and meeting the needs of underserved populations; and
* Delivering high-quality and effective instruction.

**ELIGIBILITY**

* This award is open to any public secondary or postsecondary schools or colleges in the United States. Your school or institution may submit one application per [Career Cluster](http://careertech.org/career-clusters);
* The program of study must have at least one full graduating class;
* Your program must be eligible to receive funding from the Carl D. Perkins Career and Technical Education Act;
* Applications that do not include data to demonstrate positive impact on learner achievement will not be eligible for consideration.
* If your program has received in an Excellence in Action award from Advance CTE in the past, you may not apply for that same Career Cluster. However, your school or institution may apply in a different Career Cluster.

**AWARD SUBMISSION REQUIREMENTS**

Complete applications will contain the following:

* A completed application including supplemental materials by the application deadline of **November 21, 2018 at 5 p.m. ET.**
* At least one letter of support from an employer or business partner supporting the program of study; and
* At least one additional letter of support from a partner (education, community or business) of your choosing.
* *Optional:* Supplemental materials including photos, videos, news articles, etc., are welcome but not required.

The application must be submitted using [this form](https://careertech.org/2019-excellence-action-application). The application must be submitted in a Microsoft Word format. Supplemental materials, including the letters of recommendation, must be combined and submitted as **one** PDF document.

*Please note:*

* Submissions should **not** include any personally identifiable learner data.
* The application does not have a page limit, however, many questions do have a word limit. Please do not submit responses that go beyond this limit. Also, submissions that do not contain all the required materials (a completed application, two letters of support and supplemental materials in the correct formats) will not be advanced for consideration.

**WINNERS WILL RECEIVE**

* A banner to hang in their school or institution;
* A digital banner to use in email and print materials as they so choose;
* Travel and one hotel room for one night in Washington, DC for a representative to be recognized at an awards ceremony to be held the week of April 8-10, 2019 at the Advance CTE Spring Meeting; and
* Discounted rate to the Advance CTE Spring Meeting

**WINNERS WILL ALSO BE FEATURED IN**

* A national press release, which will be distributed to national media.
* A winner-specific press release to distribute to local media;
* A standalone one-pager;
* A standalone blog on the [Learning that Works blog](http://blog.careertech.org/);
* Representation on the Advance CTE [website](http://www.careertech.org).
* Many past winners have been featured in national conferences, in briefs and reports, on webinars and in the media.

**HOW TO APPLY**

* Fill out the following application.
* Once you have finished, complete [this form](https://careertech.org/2019-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

# **BACKGROUND INFORMATION**

1. Program of study name: Veterinary Science
2. Point of Contact  
    Name: Shawn Blessing

Email Address: sblessing@irvingisd.net

Phone Number: 972-600-5049  
Address: Irving ISD

2621 W Airport Freeway

PO Box 152637

Irving, TX 75015-2637

1. Applicant’s School/College: Nimitz High School, Irving ISD
2. State: Texas
3. Type of institution (click the box to check)

☐ Area technical center

☐ Career academy

X Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

|  |
| --- |
|  |

1. Career Cluster in which your program of study should be considered (Follow this link for a further explanation of each Career Cluster [careertech.org/career-clusters](http://careertech.org/career-clusters)) **(Select only ONE):**

**X** Agriculture, Food & Natural Resources Career Cluster

☐ Architecture & Construction Career Cluster

☐ Arts, A/V Technology & Communications Career Cluster

☐ Business Management & Administration Career Cluster

☐ Education & Training Career Cluster

☐ Finance Career Cluster

☐ Government & Public Administration Career Cluster

☐ Health Sciences Career Cluster

☐ Hospitality & Tourism Career Cluster

☐ Human Services Career Cluster

☐ Information Technology Career Cluster

☐ Law, Public Safety, Corrections & Security Career Cluster

☐ Manufacturing Career Cluster

☐ Marketing Career Cluster

☐ Science, Technology, Engineering & Mathematics Career Cluster

☐ Transportation, Distribution & Logistics Career Cluster

1. In three sentences or less, describe your program of study, including the secondary and postsecondary components and how long the program of study has been in place.

The School of Veterinary Sciences was established in 2012 with input from community members, industry partners, and Irving ISD personnel to provide a learning community that challenges students with specialized curricula, through partnerships with local colleges, to prepare students with the foundation and entry level certifications to be successful in the veterinary industry. The School of Veterinary Science offers a 4-year program of study which includes advanced academic courses, including AP and dual credit core requirements and a curriculum for veterinary science which aligns with the Texas A&M Vet curriculum.

1. Please check the geographical and demographic setting for your program of study and describe the geographic and economic conditions of the region served by the school.

X Urban

☐ Suburban

☐ Rural

☐ Other

Irving ISD is located in the Dallas-Ft. Worth metro area, with 34,000 students, in a diverse, urban setting. Irving ISD has eight (8) middle schools, (3) three comprehensive high schools, (1) one technical academy, (1) one specialized career center, and one alternative school of choice. Nimitz High School is a comprehensive high school built in 1968, with 2500 students, and approximately 87% enrolled in CTE pathways.

Demographics: Nimitz District

Total students: 2500 33,971

Total minority: 2265 31,009

Total eco disad: 1712 25,604

Total disabled: 215 2,670

Total ELL: 694 13,305

Total female: 1172 6117

Total male: 1363 7675

1. Please describe how your program of study was developed and how it ensures learners are academically and technically prepared for both postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and continue to be involved in the maintenance of your program of study?
   2. How does this program of study meet the economic needs of your community?
   3. How does this program prepare learners for postsecondary education? (if applicable)
   4. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

The School of Veterinary Science provides a learning community with specialized curricula and real-life experiences which prepare students for success in the veterinary science industry. Students will graduate from the program highly skilled, qualified and college and workforce ready. The commitment at Nimitz High, coupled with the support and leadership from college partners, industry, community members and other stakeholders, has been instrumental in the growth of the Veterinary Science program. **A.** Major stakeholders were invited to participate as members of the Task Force that designed the framework for the program in 2012 over a 9-month period. Establishing relationships with industry has enabled the School of Veterinary Science to create meaningful, practical, hands-on experiences for students. **B.** Veterinary Technicians have been identified as a Target Occupation on the Interlink Occupations Brochure. Interlink is a regional, non-profit alliance bridging the gap between business, education and government to develop a quality workforce, supporting the region’s economic development activities by providing information concerning future occupational demand**. C.** Postsecondary partnerships have added dimension and direction to the School of Veterinary Science, and support the model of continuous improvement that has been foundational to the success of the Veterinary Science program. A highly qualified staff has been essential to the success of the program, coupled with a rigorous curriculum, which is integrated with high-level science concepts.

# **LEARNER POPULATION & DATA**

Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on learner achievement will not be eligible for consideration. (100 word limit)  
  
Nimitz High School has a population of students with diverse backgrounds with approximately 91% identified as economically disadvantaged. Students enroll in the 4-year Veterinary Sciences program and complete a 4-year Foundational Plan with an Endorsement. Students enroll in both AP and dual credit classes. The student population is primarily Hispanic, but the campus serves students from many countries, who speak multiple languages. Other Relevant Data section represents **seniors** who are in the final year of the sequence. Post-secondary data was collected by campus counselor and is limited, because Irving does not have postsecondary enrollment data for students who are attending college outside of the state, or private schools.

**NOTE**: Please specify if and when you are using a percentage with a different denominator (e.g., seniors) than the one listed.

**When completing the data section, please only use percentages and include data that is from your program of study. Additionally, only include data where learners are eligible to participate (e.g., only seniors in high school will be eligible for the section asking for percent of seniors who graduated high school, so only seniors should be included in that data; if your work-based learning only occurs within a specific grade level, only include them in your data for that category.)**

|  |  |  |  |
| --- | --- | --- | --- |
| SCHOOL YEAR | 2015-16 | 2016-17 | 2017-18 |
| **SECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | 2463 | 2505 | 2480 |
| What is the total number of minority learners served by your school/institution? | 2212 | 2270 | 2265 |
| What is the total number of low-income learners served by your school/institution? | 1738 | 1795 | 1712 |
| What is the total number of learners with disabilities served by your school/institution? | 195 | 198 | 215 |
| What is the total number of English language learners served by your school/institution? | 477 | 542 | 612 |
| **What is the total number of learners served by your program of study?** | 321 | 392 | 443 |
| % male learners in program of study | 28% | 30% | 29% |
| % female learners in program of study | 77% | 70% | 71% |
| % minority learners program of study | 92% | % | 90% |
| % low-income learners program of study | 75% | % | 63% |
| % learners with disabilities program of study | 7% | 15% | 5% |
| % English language learners program of study | 3% | 31% | 35% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 18.5% | 20.4% | 20% |
| % of learners in program of study who earned an industry-recognized credential | 1% | 5% | \*5% |
| % of learners in program of study who participated in work-based learning | \*8% | \*8% | \*12% |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | Not avail% | Not avail% | 59% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | Not avail% | Not avail% | 4% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** |  |  |  |
| What is the total number of minority learners served by your school/institution? |  |  |  |
| What is the total number of low-income learners served by your school/institution? |  |  |  |
| What is the total number of learners with disabilities served by your school/institution? |  |  |  |
| What is the total number of English language learners served by your school/institution? |  |  |  |
| **Total number of learners served by your program of study** |  |  |  |
| % male learners in program of study | % | % | % |
| % female learners in program of study | % | % | % |
| % minority learners in program of study | % | % | % |
| % low-income learners in program of study | % | % | % |
| % learners with disabilities in program of study | % | % | % |
| % English language learners in program of study | % | % | % |
| **Other relevant *demographic* data from your program of study** |  |  |  |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible) | % | % | % |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | % | % | % |
| % of graduates in program of study who transitioned to further postsecondary education (who were eligible) |  |  |  |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data. If you are missing any data, please explain why and how you measure success.

PEIMS (Student Management System)

CTE software (Eduthings) to track student progress

Texas Education Agency reports on student progress

Counseling Center stats

\*Data for post-secondary enrollment was not available until 2017-2018 other than total campus- not by POS

\*% 100 of seniors enrolled in the program participated in WBL/ number of WBL reflects seniors who completed the program

1. How does your school or institution ensure equitable access for learners with diverse backgrounds? (150 word limit)

The requirements to enroll in the School of Veterinary Science are based on space availability and student interest. There are no prerequisite requirements to enroll in the School of Veterinary Science. The learning is sequenced so that the courses scaffold the learning from grade level to grade level. The School of Veterinary Science enrolls 150 students in their 9th grade year. Students complete a coherent sequence of courses grades 9-12. Nimitz High has four (4) middle schools which are included in their cluster. Students choose their program-of-study in the eighth grade. The district has a fair and equitable process in place for students who wish to transfer to the School of Veterinary Science from another campus within the district. Information regarding the School of Veterinary options, and courses available are presented by counseling staff, and Veterinary Science teachers.

1. How do you ensure learner success, especially of those who from diverse backgrounds? Please provide examples of what supports you offer learners. (150 word limit)

Students enroll in a coherent sequence of courses beginning in the 9th grade. The curriculum for each course becomes more rigorous and provides greater depth at each grade level. Relevant, real-world projects increase depth of knowledge and CTSO competitive events allow students to showcase their knowledge and skills. In addition to a strong curriculum, students are mentored by veterinarians and vet techs, participate in field-based events and enroll in a capstone course that allows work-based learning experiences, and industry certification opportunities. Dual credit and AP classes are offered at no cost to students. Tutorials are available every day at each grade level. The School of Veterinary Science offers a parent/student orientation, postsecondary counseling for parents and students, and college tours. Instructors are trained each year in differentiated instructional strategies, integrated instruction and work with postsecondary partners to ensure that curriculum prepares students for postsecondary opportunities.

1. Is your program of study associated with a Career Technical Student Organization (CTSO)? If so, which one(s) and in what way(s)? (Check the [approved list](http://www.ctsos.org/ctsos/) of CTSOs) (50 word limit)

The School of Veterinary Science participate with FFA and HOSA- Health Occupations Students of America to enhance curriculum and involve all students in competitions and leadership events. Students develop skills and learn how to gain a competitive edge in the workforce. Students compete at the district, state and national levels.

1. Describe how career guidance/advisement is integrated into your program of study to support learners’ completion of the program of study and entry into additional education/training and/or a successful career. Describe how you recruit students into CTE programs. Where applicable, describe the tools (individual career and academic plans, career exploration websites, etc.) that are provided to learners and how they are used. (200 word limit)

All students receive career guidance and counseling from their CTE teachers, as well as campus counselors. CTE courses have integrated a College and Career Readiness (CCR) Plan in all CTE courses which includes: Career Assessments, Exploration, postsecondary options, College and Career Planning. In addition, the CCR includes units covering the important soft skills that all students need for success: communication, teamwork, ethics, problem solving, work quality, listening, and time management. School of Veterinary Science students are also provided guidance from:

* Advisory Board members who mentor individual students regarding career opportunities in the veterinary science industry.
* Students participate in CTSO competitive events and professional organizations linked to veterinary science.
* Internships provide students with the real-world relevancy that connects them to their career choice.
* Classes are taught by industry specialists, such as veterinarians, vet techs, advocates for animals, trainers and animal specialists.
* Counselors provide all students with PSAT, Explore, ACT and the SAT tests at no cost to the student.
* All students have access to dual credit and AP core classes
* Students utilize Campus2Careers software for portfolios, and college information
* All students have an individualized 4-year plan, with an endorsement
* Endorsements and Performance Acknowledgements are noted on transcripts

1. Which technical, academic and/or employability standards does your program of study incorporate at the secondary and/or postsecondary level and how? (Please list the standards you use and be specific regarding how your program uses industry, national, state and/or locally-developed standards) (250 word limit)

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | School of Veterinary Science students follow the 4-year plan established by the state, ensuring college and career readiness upon graduation and requires students to identify a program of study as freshmen and complete a coherent sequence. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills, necessary to prepare for college and careers in veterinary science, including current or emerging opportunities. CTE follows the state objectives for courses in the School of Veterinary Science programs, and utilizes curriculum developed through Texas A&M University for Vet Med coursework. |
| Career Cluster or Technical Standards | The program provides students with the opportunity to earn industry certifications and develop the skills and academic core to prepare them to meet postsecondary goals. Students complete a sequence of courses in which their knowledge and skill level increases each year. All students may participate in an Enterprise course as juniors, and internships as seniors. |
| Employability Standards | Students in the Veterinary Science program work daily to master skills identified by industry partners as necessary for success. Students learn academic foundation and develop skills in the areas of critical thinking, creativity, collaboration, communication, flexibility, and leadership, in addition to technical skills required of industry professionals. |
| Other | Irving ISD was named a top digital district by the Center for Digital Education, selected for our use of innovative technologies. All students have access to cutting edge technology, including equipment, software, and computers. |

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

1. Please fill out the chart below, and describe your program of study’s course sequence by grade level, including the relevant or required academic and technical courses, as well as other required activities.   
     
   **Make sure to highlight the course sequence that bridges secondary and postsecondary education.** Explain how your program of study ensures learners gain the broader Career Cluster-level knowledge/skills and, over time, gain the more specific occupation-level knowledge/skills as they progress through the program of study. You can also include graphics or [plans of study](https://cte.careertech.org/sites/default/files/PlanPathways-CareerCluster-AG-AgribusinessSystem.pdf) of the course sequence in lieu of filling out the chart below.

**School of Veterinary Science**

All CTE programs of study are designed using this model:

9th Exploratory

10th Core

11th Advanced Course of Study Begins

12th Capstone Experience

All students must meet academic requirements as established by the State Board of Education and may choose from one of three plans recommended by the state. The current recommended plan for Irving ISD students who wish to enroll in the Veterinary Science program is the “ Foundation with Endorsement” plan which requires: 4 credits of English; Professional Communications; 4 credits of Mathematics; 4 credits of Science; 4 credits of Social Studies; 2 credits of Foreign Language; .5 credit for Health; 1 credit for Fine Arts; and 5 elective credits which include endorsement courses. The total required credits for graduation under this plan is (26) twenty-six credits. The plan includes options for Pre-AP, AP and dual credits with partnering Community Colleges. Irving ISD strongly encourages all students to enroll in courses that provide college credit. Students may complete dual credit courses online, at the college campus, or with a qualified instructor on the campus. Dual credit and AP courses are distinguished on the student’s transcript. The colleges look at AP test scores and determine whether the student will receive credit for the course.

1. How do you ensure that CTE instruction and coursework is integrated with core academics? Please provide one, specific example.

Core academics are incorporated in each lesson taught to Veterinary Science student and include historical information, mathematical computations, reading and comprehension, and writing mechanics. The field of Veterinary Science is brimming with opportunities to test the students’ knowledge and skills in the areas of reading, math, and science. Research projects are designed to encourage students to quest analytically, the reason the information is needed in the first place and its importance. Reading assignments are designed to get the students to dissect the requested information for the project assigned. Writing assignments are on par with grade level English departments and their writing formats. Dialogue between the core teachers is frequent to ensure our assignments are reinforcing what the core class is striving to teach. Veterinary Science is different regarding mathematical equation which are non-typical in the core classes; however, opportunities range from calculating the dosage for medication to calculating the percentage of carbohydrates in feed rations. **EXAMPLE:** Student in veterinary science start with a lesson on understanding the basics of mathematical applications in veterinary science. The lesson focuses on how math is commonly applied to veterinary science. Students will refine their skills in how to add, subtract, multiply and divide whole numbers, fractions and decimals as well as apply mathematical skills needed for accurate client assessment such as measurement, conversion and data analysis. Solutions for percentages, averages and conversions along with scientific calculations to determine weight, volume, linear measurements and chemical concentrations will also be presented. Lastly, students learn to solve word problems using ratios and dimensional analysis and interpret data using tables, charts and graphs. As part of the School of Veterinary Science, student is expected to successfully take and pass the Certified Veterinary Assistant Level I exam. The exam requires the student to convert milligrams to kilograms in given veterinary situations.

1. List the opportunities for learners to earn articulate and/or transcript dual enrollment credit across K-12 and postsecondary, such as AP/IB, dual and concurrent enrollment, capstone experiences and/or transcript credit articulation agreements. (250 word limit)

The School of Veterinary Science provides opportunities for students enrolled in the program to earn articulated and transcript credit and encourages AP course enrollment to match the rigor of the Veterinary Science courses offered. All dual credit courses and AP testing are provided at no-cost to the student. Core dual credit classes are transferrable to a 4-year university. For students opting for internships, Senior-level practicum courses provide opportunities to work with industry partners to complete challenging real-world projects and to earn industry certifications. Throughout the course of their senior year, students build relationships and gain valuable knowledge in their chosen career path, paving the way to transition into a full-time position upon graduation. In addition, students in Veterinary Science are offered the opportunity to run the Nimitz Pet Care facility, which is a full-service small animal care center. Students bathe, groom, clip nails, train, and offer low-cost vaccinations to the community (vaccines are through a qualified provider that comes on-site to deliver vaccines), and low-cost pet care.

1. Please provide information on **at least three partnerships** with *education institutions and groups* your program of study has, and describe how these partnerships have been built, maintained and sustained over time. Use this space to specifically address the secondary and postsecondary partners that contribute to and maintain this program of study.

|  |  |  |
| --- | --- | --- |
| **Education Partnership Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Cedar Valley Community College | 10th and 11th grade students visit the School of Veterinary Technology at Cedar Valley. This unique opportunity offers the students to opportunity to have a view of the Veterinary Technician field. | The partnership has been in place for 2 years.  The Nimitz High School - School of Veterinary Science students have the opportunity to visit Cedar Valley College to gain exposure to both the post-secondary program and observe and participate in the operation of a both small animal and large animal clinic operations. Cedar Valley is under the Dallas County Community College umbrella, made up of multiple colleges in different cities of Dallas county. |
| Texas A&M University | Texas A&M University Institute for Infectious Animal Diseases currently is the primary source for instruction related to the School of Veterinary Science Veterinary Assistant Certification program. Through teacher training and support the Agri-Life program at Texas A&M University support the teachers and students in the skill development necessary to be a certified Veterinary Assistant. | This partnership has been active over the past 2 years. Through webinars, video support, and tele-support, instructors from the Agri-Life program and the Nimitz High School Veterinary Science program communicate on the effectiveness of the program and work together to ensure all the students in the program are exposed to the skills necessary to be successful in the field. |
| SPCA of Texas | The SPCA offers our students the opportunity to take a shelter volunteer classes surrounding the operations and application of veterinary medicine in a shelter environment. After completion of the foundational courses, students are then offered the opportunity to volunteer or intern at the shelter. This allows the students to gain knowledge of shelter operations and veterinary medicine and secure practicum hours towards their certification as a Veterinary Assistant. | This partnership has been in existence for the past four years. The SPCA loves to train upcoming animal lovers and educate students on the proper methods to care for animals, the importance of spay/neutering and lastly emphasize the need for competent individuals in the field of veterinary medicine. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. Describe how your program of study is aligned with the needs of the workforce and industry in your community. Make sure to include information on how the program of study helps meet workforce demand identified by business and industry. What labor market data does your program of study use to align to workforce needs? (250 word limit)

Irving ISD has invested countless hours researching new and emerging trends in the Dallas Fort Worth job market. The field of veterinary science fits into this category as the current trend and demand require more Veterinary Assistants and Veterinary Technicians be certified in the coming years to meet the growing need in veterinary clinics and hospitals. Interlink, researches demand for jobs in the Dallas -Ft Worth area and has identified Veterinary Technicians as a high demand industry. Irving ISD works relentlessly to reduce and eliminate barriers to student by covering the cost of various certification exams for their students starting during their first year in the program. These certification exams combined with hands-on activities help to prepare our students for this competitive field of veterinary medicine. By interning at Nimitz Pet Care, the students are able manage the reception area where animals are checked in and clients are educated by the students on their animals needs and requirements for continued or needed veterinary follow up care. Upon graduation, student from the School of Veterinary Science are prepared to meet the challenges of college or additional certification programs as they prepare to move upward in their chosen career field.

1. Are ALL learners in the program of study required to participate in a work-based learning opportunity? Please describe the work-based learning opportunities available to learners who participate in this program of study. (250 word limit)

All learners are required to enter work-based learning opportunities to complete the program and are offered options to complete these requirements. As part of the Veterinary Science program, senior-level students who have completed all their pathway course work enter the Practicum work-based learning course. Prior to being enrolled in the Practicum class, the students must complete an Industry Certification (Elanco Veterinary Medical Application Certification) offered by iCEV. In addition to this certification, the students must complete clinical rotations at Nimitz Pet Care, which is part of the School of Veterinary Science at Nimitz High School. Once students complete the rotations and acquire the certification, they are prepared to secure an internship at a local Veterinary Hospital or Animal Shelter, or may also be assigned to manage the Nimitz Pet Care facility. The Practicum of Veterinary Science students are prepared to intern at a local veterinary hospital with the goal accomplish the need knowledge, skills and hours required by TVMA Texas Veterinary Medicine Association intended for the Certified Veterinary Assistant Level I.

1. Please list the industry-recognized credentials/certifications/licenses offered/required. If your program of study does not include industry-based credentials/certifications, please explain why. (200 word limit)

|  |  |
| --- | --- |
| **Offered** | **Required** |
| ACT Kennel Management | ACT- Kennel Management |
| TVMA Certified Veterinary Assistant Level 1 | Small and Large animal CPR |
| Basic Grooming Certification | ICEV- ELANCO Equine Assistance |
| ACT- Certified Veterinary Assistant | ICEV- Veterinary Medical Applications |
|  | ICEV- Animal Science Certification |

1. Please provide information **at least three** *business, industry and/or labor* partnerships your program of study has, and describe how these partnerships have been built, maintained and sustained over time.

|  |  |  |
| --- | --- | --- |
| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Lone Star Park | Lone Star Park offers opportunities for students to acquire field experiences within the equine industry. The Lone Star Park Veterinary Hospital also offers internship to those qualified senior level students that are seeking and career in the equine industry. | This partnership has continued to evolve over the past 6 years. The partnership was developed by the veterinary science instructors collaborating with office managers at Lone Star Park to establish expectations for student field experiences and internships for senior level students. |
| Interlink | Interlink provides up-to-date regional labor market information each year, which identifies high-demand, high-wage opportunities in North Central Texas. Irving ISD Career and Technical Education is a member of Interlink, where the CTE Director is a member of the Executive Board. | Interlink, a regional quality workforce planning organization, founded in 1987, provides on-going labor market information and resources, and served as a member of the Task Force and has been a member of the District Advisory for 14 years. |
| Animal Care Technologies | Animal Care Technologies has been a partner in student certification for the past 6 years. Through the program students prepare for their certification exam as a Certified Veterinary Assistant. ACT offers up to date Veterinary Science industry knowledge and skills that the student needs to be successful in this field. | Animal Care Technologies has been part of the veterinary science program for the past 6 years. This partnership developed over the need to offer students additional opportunities to prepare for the written exam as part of their certification process as a Veterinary Assistant. |
| Shady Grove Animal Hospital | Dr. Gorham at Shady Grove Hospital offers qualified seniors in the School of Veterinary Science opportunities to earn hours towards their Veterinary Assistant Certification through paid/unpaid internships at the clinic. | Shady Grove Hospital has been a partner for the past 8 years. The first step in developing the partnership was to have Dr. Gorham join the School of Veterinary Science Advisory Board. After being exposed to the program, students, and teachers, Dr. Gorham joined the program as an internship site and has continues to offer the opportunities to students’ |
| City of Irving Animal Services | The Irving Animal Services Department has been supporting students in the Veterinary Science program for the past 5 years. The City of Irving Animal Services Department and Shelter currently offer students the opportunity to experience veterinary practices in a shelter setting along with the opportunities to earn hours towards their certification by volunteering the shelters clinic. | Irving animal services has been serving on the School of Veterinary Science advisory board for the past 2 years and has been a partner to the program for the past 5 years. The partnership was developed through instructors reaching out to the shelter for opportunities for students to volunteer and get hours towards certification. As the student and staff interacted the shelter and clinic allowed students to volunteer and gain entry as interns. |

1. Please feel free to use the space below to share any other information or evidence of success of your program of study and the learners who participate. (Optional)

Irving Independent School District is located in Irving, Texas, and is known as a “best kept secret” among parents, community partners, and business partners due to its location, size and breadth of educational opportunities available to students, which prepares students for both college and career. Career and Technical Education programs in Irving promote a rigorous and challenging sequence of courses that prepare students for the global workforce of the 21st Century, which requires specialized skills and technical expertise along with advanced academic programs. The School of Veterinary Sciences offers students in an urban community the benefits of an Agricultural Science program, with a robust enrollment of more than 400 students enrolled in the program of study. Points of Pride include:

* Nimitz High School Home to Nimitz Pet Care, a student run Enterprise
* Partner with Irving Lost Dogs and Cats group to re-family lost pests
* Students created and marketed “Dog Day Care Treats” for patients to have after they are returned to their parent.
* Students participate in a Fall Low Cost Vaccination Program hosted at Nimitz High School each year where over 100 pets were seen by practicing veterinarians.
* Students annually participate in the City of Irving Animal Services PAWS Day at the shelter.
* Nimitz Pet Care Day 2016, 2017, 2018
* Senior Level Student(s) receive their Certified Veterinary Assistant Certification Level 1 - 2018

1. If applicable, please provide more detail on any partnerships your program of study has that have not been mentioned already. This includes community groups, non-profits, volunteer organizations, etc. Describe how these partnerships have been built, maintained and sustained over time. (Optional)

|  |  |  |
| --- | --- | --- |
| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Vital Pets Story Road Animal Hospital | Currently offers unpaid internships to our students. | The partnership is going into its 6th year. The internship was developed by a Nimitz Veterinary Science teacher who worked to educate the facilities office manager on the Veterinary Science classes offered at Nimitz High School through the School of Veterinary Science and how the students could benefit from the hands-on opportunities the hospital could offer. |
| Animal Clinic of Grand Prairie | Currently offers unpaid internships to our students. | The partnership is going into its 6th year. The internship was developed by a Nimitz Veterinary Science teacher who worked to educate the facilities office manager on the Veterinary Science classes offered at Nimitz High School through the School of Veterinary Science and how the students could benefit from the hands-on opportunities the clinic could offer. |
| O’Conner Animal Hospital | Consistently offers unpaid internships for students | The partnership is going into its 6th year. The internship was developed by a Nimitz Veterinary Science teacher who worked to educate the facilities office manager on the Veterinary Science classes offered at Nimitz High School through the School of Veterinary Science and how the students could benefit from the hands-on opportunities the hospital could offer. |
| City of Irving Animal Care | The employees from the city of Irving Animal Services have been active members of the School of Veterinary Science and regularly provide educational seminars for students and the community during the Nimitz Pet Care days. They in form students and attendees regarding disease transmission, spaying and neutering, shelter care, and stray dog and cat issues in the City of Irving. | The partnership is going into its 3rd year. The partnership was developed after Dr. Cate McManus joined the Nimitz High School Veterinary Science advisory board. She has been monumental in providing guidance and opportunities to help prepare our students for their certification test as well as the veterinary field. |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2019-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

**THANK YOU!**

Thank you for completing this application! You will know the status of your application by January 22, 2019. The programs of study will be evaluated based on their effective leveraging of partnerships, alignment to rigorous and relevant college- and career-ready expectations, clear progression of knowledge and skills across secondary and postsecondary systems, integration of successful career guidance/advisement, and key indicators of learner success.

Don’t forget to use the Excellence in Action award submission checklist to make sure you’ve completed your application in its entirety.

We look forward to learning more about your program!

For questions, concerns please contact [awards@careertech.org](mailto:awards@careertech.org).