# **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: **Octorara Homeland Security & Protective Services Academy**
2. Point of Contact  
    Name: **Mark Barto**

Email Address: [mbarto@octorara.org](mailto:mbarto@octorara.org)

Phone Number: **717-371-1271**  
Address: **226 Highland Road**

**Atglen, PA. 19310**

1. Applicant’s School/College: **Octorara Area School District**
2. State: **Pennsylvania**
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):**

☐ 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

x 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.

**Since 2013 the Homeland Security and Protective Academy program of study prepares cadets for careers in law enforcement, corrections, pre-hospital emergency medical care, emergency management, military services, and firefighting. Cadets can earn 62 State and National job-related certifications, which are required for entry-level positions directly upon graduation. The intent is to train qualified, competent and professional emergency first responders.**

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.

☐ Urban

**x** Suburban

**x** Rural

☐ Other

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:

Across the state, local fire companies are struggling. Volunteers are dwindling. Costs are soaring. Training requirements have intensified. With volunteers harder to come by, the future of the local fire company, long intertwined in the fabric of a community, looks grim. Without real, viable solutions to address this volunteer shortage, many local stations may be forced to close their doors. Pennsylvania is on the verge of a public safety crisis.

The Octorara Area School District heard this call and responded.  The Octorara Homeland Security and Protective Services Academy is an approved Pennsylvania Department of Education Career and Technical Education Program that provides job ready first responders upon graduation from high school. The program was developed to help solve the crisis involving a lack of trained first responders.

Program is in its 5th year starting during the 2013-2014 school year at Octorara Area High School

In the 3rd year of the program 2015-2016 Octorara partnered with Chester County Emergency Services that is responsible for the Public Safety Training Campus (PSTC) to hold a 2 hour morning session at the campus every day for interested sophomores, junior and or seniors.   The program was only open to Octorara Students. The concentration that year was on the Fire Curriculum.

The following year 2016-2017 the program expanded to include the opportunity for any Octorara student to attend the morning session (EMT) or any student in any Chester County School District to send the afternoon session (Fire) both held at the PSTC.

The 2017-2018 school year saw the addition of the law enforcement curriculum for the morning student and the EMT program for the afternoon student.  Students were mixed both Octorara and sending school district’s in the two sessions.

The partnership allows the students to “rub shoulders with” other responders that are here daily for a variety of training.  Whether its fellow firefighters and EMT’s or even our state and federal law enforcement partners. These agencies are amazed at the program and everyone we discuss the program with all wishes that it was around when they were in high school.  It is these connections and opportunities that can help the students who desire a career in the emergency response field determine what they want to do or even the ability to discuss career paths over lunch is a tremendous resource that not everyone has access too.

Because the program is now held at the PSTC – students have observed K9 training in explosive and drug detection, witnessed SWAT team tactical training and even participated as victims in several Active Shooter training classes.

The program since it is governed by The PA board of Education allows students who are not yet 18 to become national certified in both the fire and ems disciplines.  This allows the students to be a valuable asset to their home departments prior to turning 18 and then having to take the same training while working, attending college or raising a family.

The program requires all students to join their local fire or ems squad while enrolled in the program.

This is a Win, Win, Win situation – A win for the fire companies who gain these students as members, A win for the students to be able to complete these classes / certifications and have the skills necessary to enter the job after graduation if they choose, and a win for the citizens these students serve or encounter to have dedicated volunteers every as high school students ready to run into harm’s way or to jump in to save a life.

* 1. How were employers involved in the development and continue to be involved in the maintenance of your program of study?

All local first responder agencies have been instrumental in providing resources, connections and direction to steer the program through bi-annual meetings to serve the needs of the local communities. They employ students during and after high school.

* 1. How does this program of study meet the economic needs of your community?

It puts trained emergency responders on the street responding to calls. This saves taxpayer dollars, time and puts trained first responders on the streets answering calls for help.

* 1. How does this program prepare learners for postsecondary education? (if applicable)

Cadets can graduate with 62 national/state/local industry certifications as well as college credit and be turn-key employable upon graduation.

* 1. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

The program was developed by Instructor Mark Barto. Mark modeled from existing programs throughout the state and shaped a system that would provide the most benefit to both the students and the communities they served. Through a conglomeration of credentialed instructors ranging from local to national, the cadets are exposed to and learn from a wide range of experience and expertise. Mr. Barto is a credentialed fire service instructor employed by the PA State Fire Academy, Bucks County Community College and Harrisburg Area Community College. He is a suppression level instructor and is an adjunct staff instructor for the fire academy with over 30 years of experience. He is also a Deputy Chief of a local fire department as well as a certified National Registry Emergency Medical Technician instructor. Mr. Troy Hyman is a retired PA State Police Captain with over 25 years of service in law enforcement and teaches the law portion of the program. Mr. Hyman holds over 20 certifications in law enforcement and is a graduate of the FBI Academy. Currently the program is a 3-year multi-stage design with rolling subject years. It rotates each year from Fire to EMS to Law. The program offers certifications from entities such as the PA Fire Academy, The PA Department of Health, FEMA, American Heart Association, PEMA, National ProBoard and various law enforcement agencies.

# **LEARNER POPULATION & DATA**

1. 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)

The chart below shows the Octorara Homeland Security and Protective Services Academy NOCTI scores since the inception of the program. The NOCTi is given to students who are seniors program and who have completed 50% or more of the program.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Protective Services | Written | | | |  | Performance | | | |
|  | # of Students | Below/ Basic | Competent | Advanced |  | # of Students | Below/ Basic | Competent | Advanced |
| 2017-2018 | 7 | 2 | 2 | 3 |  | 7 | 0 | 0 | 7 |
| 2016-2017 | 2 | 0 | 0 | 2 |  | 2 | 0 | 0 | 2 |
| 2015-2016 | 2 | 0 | 1 | 1 |  | 2 | 0 | 0 | 2 |
| 2014-2015 | 4 | 0 | 1 | 3 |  | 4 | 0 | 1 | 3 |
| 2013-2014 | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 |
| **Totals** | **15** | **2** | **4** | **9** |  | **15** | **0** | **1** | **14** |

**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?** | 2489 | 2404 | 2375 |
| What is the total number of minority learners served by your school/institution? | 549 | 555 | 591 |
| What is the total number of low-income learners served by your school/institution? | 997 | 969 | 908 |
| What is the total number of learners with disabilities served by your school/institution? | 421 | 408 | 355 |
| What is the total number of English language learners served by your school/institution? | 60 | 65 | 69 |
| **What is the total number of learners served by your program of study?** | 12 | 20 | 28 |
| % male learners in program of study | 67% | 80% | 86% |
| % female learners in program of study | 33% | 20% | 14% |
| % minority learners program of study | 0% | 0% | 11% |
| % low-income learners program of study | 25% | 15% | 11% |
| % learners with disabilities program of study | 25% | 15% | 4% |
| % English language learners program of study | 0% | 0% | 0% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | % | % | 20% |
| % of learners in program of study who earned an industry-recognized credential | 100% | 100% | 100% |
| % of learners in program of study who participated in work-based learning | 100% | 100% | 100% |
| % 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) | 50% | 40% | 40% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 50% | 60% | 60% |
| **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.

The following chart shows the number of seniors who graduated from the Octorara Homeland Security & Protective Services Academy and their post-secondary path.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Total Number of Senior Students | College | Working Within Career Field | Military |
| 2015-2016 | 3 | 3 | 0 | 0 |
| 2016-2017 | 5 | 4 | 1 | 0 |
| 2017-2018 | 8 | 3 | 3 | 2 |

<https://www.octorara.k12.pa.us/domain/23>

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

The program is open to all Chester County high school students. Potential students must pass a physical, background check and conduct a pre enrollment interview.

The Octorara Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Jeff Curtis, Title XI Coordinator or the Section 504 Coordinator, Kathryn Michalowski at 228 Highland Road, Suite 1, Atglen, PA 19310 or 610-593-8238.

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)  
     
   A Special Education support teacher is embedded as well as physical education. These teachers oversee instruction and supports. The special education teacher is on site weekly to interact with students and support instruction. This teacher is in contact with sending school case managers and attends IEP meetings. Students are afforded accommodations when applicable. National testing and some state testing offer no accommodations.
2. 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)   
     
   For the past 3 years the Octorara Homeland Security and Protective Services Academy cadets have been members of Skills USA, however have had little involvement due to their high level of participation with their local fire houses and emergency services. This year, the students will begin participating in competitions.
3. 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)

Career development for the Homeland Security and Protective Services begins in the elementary levels. Each year the local fire departments and emergency services speak with students in grades K-4. They speak about what it is like being a first responder and what they do. In grade four, the Director of Octorara Area Career and Technical Education Programs (OACTEP) does a presentation to all fourth grade students about all the OACTEP programs. In grade eight, the Academy instructor and industry partners present to the entire eight grade class about the program. In ninth grade the OACTEP Director visits schools throughout Chester County and does a recruitment presentation on the Homeland Security and Protective Services Academy. Information is given via a PowerPoint presentation, brochures are distributed, and the website is reviewed. Program promotion is also through Twitter, Facebook, website, and Instagram.

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 | Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6  Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5  Pennsylvania Core Standards for Mathematics Standard 2.0 - ALGEBRA |
| Career Cluster or Technical Standards | 1. Law, Public Safety, Corrections & Security Career Cluster - LW 1.1- 6.1 2. Correction Services Career Pathway - LW-COR 1.1 - LW-COR 13.9 3. Emergency & Fire Management Services Career Pathway – LW-EFM 1.1 – 15.3 4. Law Enforcement Services Career Pathway – LW-ENF 1.1 – 14.1 5. Security and Protective Services Career Pathway – LW-SEC 1.1 – 18.6 |
| National | The National Registry of EMT curriculum can be found here: (<file:///C:/Users/LMcNamara/Downloads/emtbnsc%20(4).pdf>  The PA State Fire Academy curriculum can be found here: http://www.osfc.pa.gov/State%20Fire%20Academy/Residenttrain |
| Other | Units of Instruction and Task Grid Linked to Pennsylvania Core Standards - Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other Classification of Instructional Program (CIP) 43.9999  Homeland Security and Protective Services CIP 43.9999 Task Grid |

# **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.

Since the Octorara Career and Technical Education Programs are incorporated within our Senior High School Pathways Programs students follow the pathway of their career choice. Students enrolled in the Octorara Homeland Security and Protective Services Academy follow the “Social and Human Services Pathway.

**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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **9** | Honors English 9, Literature & Composition 9 | Honors Algebra II, Algebra II, Algebra I,  Algebra I - Part 1 | Foundations of Science: Biology, Honors Biology, Biology | Honors World History, Academic World History | Spanish I or II, French I or II, Public Speaking, Broadcast Communications, Comp Apps: Word/PowerPoint,  Comp Apps: Excel/Access, Adv. Comp Apps: Word/PP, Adv. Comp Apps: Excel/Access, Intro to Business, FACS, Learning to Cook, Early Childhood Development, Creative Sewing I |  |
| **10** | Honors English 10,  Literature & Composition 10 | Honors Geometry, Geometry, Algebra II, Algebra I - Part 2 | Biology, Honors Chemistry, Chemistry, Earth & Space Science, Physics,  Animal Science,  Environmental Science,  Climate Science | AP European History, Academic U.S. History | Spanish II or III, French II or III, Public Speaking, Broadcast Communication, Comp Apps: Word/PowerPoint,  Comp Apps: Excel/Access, Adv. Comp Apps: Word/PP, Adv. Comp Apps: Excel/Access, Intro to Business, Sports Marketing & Management, Business Management, Economics, FACS, Learning to Cook, Early Childhood Development, Creative Sewing I, Creative Sewing II, | TCHS,  OACTEP Culinary Arts,  OACTEP Child Care, Education, OACTEP Homeland Security & Protective Services Academy |
| **11** | Honors English 11,  Literature & Composition 11 | Honors Pre-Calculus, Pre-Calculus, Algebra III,  Statistics, Geometry,  Fund of Geometry | AP Physics 1, Physics,  AP Biology, Chemistry,  AP Chemistry, Human Anatomy,  Plant Science, Animal Science, Earth & Space Science, Climate Science, Biological Techniques in  Forensic Science, Physical Techniques in  Forensic Science,  Advanced Topics in Microbiology, ,Honors Earth & Space Science,  Environmental Science | AP U.S. History, Academic Sociology and Cultural Anthropology, American Government, Psychology | Spanish III or Honors Spanish , French II or III, Public Speaking, Broadcast Communications, Statistics, Psychology, Academic Sociology & Cultural Anthropology, Comp Apps: Word/PowerPoint,  Comp Apps: Excel/Access, Adv. Comp Apps: Word/PP, Adv. Comp Apps: Excel/Access, Intro to Business, Sports Marketing & Management, Business Management, Economics, Personal Finance, Business and personal Law, Honors Foundations of Business, YES, Advanced Physical Education, FACS, Learning to Cook, Early Childhood Development, Creative Sewing I, Creative Sewing II | TCHS,  OACTEP Culinary Arts,  OACTEP Child Care, Education, OACTEP Homeland Security & Protective Services Academy, Career Pathways Internship |
| **12** | AP English, Literature & Composition, Creative Writing, Composition 12, Communications in Your Career Field | AP Calculus,Algebra III,  Pre-Calculus,Statistics, Calculus,  Topics in Mathematics, Fundamentals of Algebra II | AP Physics 1, AP Physics 2, AP Physics C, Physics,  AP Biology, Chemistry,  AP Chemistry, Human Anatomy,  Plant Science, Animal Science, Earth & Space Science, Climate Science, Biological Techniques in  Forensic Science, Physical Techniques in  Forensic Science,  Advanced Topics in Microbiology, ,Honors Earth & Space Science,  Environmental Science | AP U.S. Gov’t and Politics, Academic Gov’t and Politics, Psychology, American Government | Spanish IV or V, French IV or V, Public Speaking, Broadcast Communications, Statistics, Psychology, Academic Sociology & Cultural Anthropology, Comp Apps: Word/PowerPoint,  Comp Apps: Excel/Access, Adv. Comp Apps: Word/PP, Adv. Comp Apps: Excel/Access, Intro to Business, Sports Marketing & Management, Business Management, Economics, Personal Finance, Business and personal Law, Honors Foundations of Business, YES, Advanced Physical Education, FACS, Learning to Cook, Early Childhood Development, Creative Sewing I, Creative Sewing II | TCHS,  OACTEP Culinary Arts,  OACTEP Child Care, Education, OACTEP Homeland Security & Protective Services Academy, Diversified Occupations (DO), Career Pathways Internship, Cooperative Education |
| **13** | English Composition I | Any math course with QR (Quantitative Reasoning) designation | Any science course with SI (Scientific Inquiry) designation |  | Any Science Inquiry | Incident Management |
| **14** | English Composition II | Any math course with QR (Quantitative Reasoning) designation | Any Social Science or Humanities course with DJ (Diversity and Social Justice) designation | Introduction to Information Technology | Dependent on chosen pathway | Emergency Planning |
| **15** |  |  |  | Dependent on chosen pathway | Dependent on chosen pathway | Search and Rescue |
| **16** | Continue courses in the area of specialization | | | | Dependent on chosen pathway | Leadership and Influence,  Emergency Management Seminar,  Terrorism |

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

Core academic standards are driven by real world job competencies.  This program aligns those competencies and standards by allowing students to earn the industry recognized certifications while still in high school.  Others who wish to pursue the type of training would have to wait until the age of 18 to begin this training.  Students in this program can graduate fully certified and employable at age 18.  This offers a tremendous advantage to young adults seeking meaningful employment upon graduation.  For example: during the law portion of the program the students receive over 10 certifications.  This is the only program in the state offering such certifications to non college or under 21 people.  The core curriculum focuses on content knowledge, legal process and evaluation and technical knowledge.  The certifications offered take those core competencies and add a measurable evaluation/credential to those competencies.  Students can earn certifications such as Basic Handcuffing, DUI Recognition and Enforcement, Defensive Tactics, FATS Simulator, Crime Scene Management, Basic Fingerprinting, PatrolSIM, Civil Court, Criminal Court, Corrections and Patrol Tactics.  These certifications exceed what CTE standards based classroom learning dictate.

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 transcripted credit articulation agreements. (250 word limit)

Students may earn up to 62 state and national industry certifications in this program. The certifications the students earn are real world, just as an adult would earn if they pursued this education through a college. They carry with them the same college credit as if you were paying to earn. There are several local colleges who award thirty-six pulse credits to graduates of the program if a student pursues high education in the Fire/EMS/Law/Emergency Management fields. Students have been awarded varying numbers of credits when applying to colleges based upon certifications earned and major of choice. Students may also participate in their college towns Fire House Live In Program and receive free college housing.

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?** |
| PA Fire Academy | They provide the certifications and testing for state and national credentialing to the students. | Since inception. Mr. Barto is employed by the PA Fire Academy. |
| PA Department of Health | They provide the certifications and testing for state and national credentialing to the students. | Since Inception. Mr. Barto is a licensed state and national EMT instructor. |
| All PA Community Colleges | Credits are awarded to future students based on the industry certifications earned during their high school class. | Since Inception. The certifications carry with them credit when applying to college. |
| Various Colleges | Credits are awarded to future students based on the industry certifications earned during their high school class. | Since Inception. The certifications carry with them credit when applying to college. |

# **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)

The 443.999 CIP code is aligned with High Priority Job Occupations SOC codes for Berks, Bucks, Chester County, and Lancaster Counties. The Deputy Director of Fire Services for Chester County, Beau Crowding serves on the Occupational Advisory Committee. He is currently working with state legislators and senators to address the volunteer fire fighter shortage. The Academy strongly encourages students to join their local fire/EMS agency and actively train, participate and run emergency calls while enrolled in the program. It helps students put their learning to use helping the community and refining their classroom learning while applying to real world experience. There is internship, externship and live in opportunities for students. For example: If a student earns the required credentials/certifications they may live at a local fire/EMS agency for free while attending college in exchange for running emergency calls while not in school or working. They live for free and some even earn a stipend for their efforts. In some agencies, if a cadet demonstrates excellence their college tuition is paid for. Since 2016, the Chester County Emergency Services has hired

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 join their local fire/EMS agency and actively participate.  This has been a very successful program for both students and local agencies.  There are graduates who are now wage-earning employees of their local agencies, all because they earned the work based certifications during their normal high school activities.  The local agencies serve as evaluators for student credentialing as well as mentors for future career opportunities.  This is a win-win for all parties by grooming local talent and employing local talent.  Students are exposed to internship, externship and apprentice type work based learning experiences in a variety of atmospheres such as law enforcement, fire/rescue, emergency medical, emergency management, 911 dispatch and investigative services.

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)

Octorara Homeland Security & Protective Services Academy

62 National and State Industry Certifications Offered

* PA & National Hazardous Materials Awareness - PA & National Hazardous Materials Operations (4)
* National Traffic Incident Management System (TIMS) Certifications (11)
* American Heart Association CPR/AED –First Aid (2)
* Association of Public Safety Communication Officials (APCO) Emergency Call Taker (1)
* FEMA Emergency Management Professional Development Series (8)
* PEMA Municipal Basic Local Certification (1)
* Law Enforcement (10) Fingerprinting, Crime Scene, Civil Court, Criminal Court, DUI, Handcuffing, Self Defense, FATS System, PatrolSim Response, Corrections, Probation, Parole
* Federal National Incident Management System (FEMA) 100-200-700-800 (4)
* PA Fire Academy Basic Ropes/Rigging (1)
* National Vehicle Rescue Awareness – National Vehicle Rescue Operations – Basic Vehicle Rescue (3)
* National Registry EMT-B – Pennsylvania Department of Health EMT-B (2)
* Federal National Incident Management System (FEMA) 100-200-700-800 (4)
* PA Fire Academy Fire Dynamics Fundamentals - Strategy & Tactics (2)
* PA Fire Academy Essentials of Firefighting (EL14 Mods) (4)
* National ProBoard Firefighter 1 (1)
* PA Fire Academy Advanced Firefighter (1)
* National ProBoard Firefighter 2 (1)
* Federal National Incident Management System (FEMA) 100-200-700-800 (4)
* *NOCTI - Seniors Only (1)*

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.

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| **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?** |
| Chester County Department of Emergency Services (CCDES) | The Academy is taught at the county facility and students use the county equipment. This is state of the art equipment. Since first responders train at this facility, students are exposed to mentors and representatives in a variety of careers related to these fields almost daily. Staff from the CCDES promote the program during lectures and workshops across PA and the country. So much so, that Senator Andrew Dinniman has participated on the Academy’s OAC meeting and has contributed $150,000 to the Academy. Coordinates the HAZMAT Truck, SWAT vehicle, COMM1, Armored Vehicle, and a Tactical Robot to support the Homeland Security and Protective Services Academy demonstration area for the OABEST Expo community event. | Since 2015. The Director Beau Crowding serves on the Advisory Committee for the program and negotiated a usage agreement. |
| Christiana Fire Company | The students can join and train/respond to local emergency calls while in high school. Brings emergency vehicles and fire hose game for the Homeland Students to do demonstrations for the community during the OABEST Expo. | Since 2013. The Chief Sonny Reimold serves on the advisory board. |
| Cochranville Fire Company | The students can join and train/respond to local emergency calls while in high school. Members of the company participate in Occupational Advisory Committee and attend events with the students. Chief Linnenbaugh has participated in the programs Open House to speak with parents and district liaisons. Brings a fire truck and kids fire fighting games for the Homeland Students to do demonstrations for the community during the OABEST Expo. | Since 2013. The Chief Rob Linnenbaugh serves on the advisory board. |
| Keystone Valley Fire/EMS | The students can join and train/respond to local emergency calls while in high school. Members of the company participate in Occupational Advisory Committee and attend events with the students. Bring fire trucks and ambulances for the Homeland Students to do demonstrations for the community during the OABEST Expo. | Since 2013. The Chief Rob Cazillo serves on the advisory board. |
| Po-Mar-Lin Fire Company | The students can join and train/respond to local emergency calls while in high school. Students participate Po-Mar-Lin Fire Company events to promote the program. | Since 2013. The past Chief Jeff Groves serves on the advisory board. |
| Null’s Towing | Provides students with academy t-shirts, wrecked cars to practice vehicle rescue techniques with. Jared Null serves on the Occupational Advisory Committee. Donate wrecked cars so students may demonstrate vehicle rescue techniques to the community during the OABEST Expo. | 2013. Jared Null serves on the advisory board. |

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)

This program has become extremely successful allowing kids the opportunity to earn real world adult certifications while under the age of 18. It affords them the opportunity to earn college credits, state certifications, national certifications as well as on the job learning experience and the opportunity to network with employees and employers in their respective fields. The program has become the Chester County answer to address the shortage of personnel in these particular career fields.

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)

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| **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?** |
| Kennett Fire Company | The students can join and train/respond to local emergency calls while in high school. Members of the company participate in Occupational Advisory Committee and attend events with the students. | Since 2015. Advisory Committee. |
| Kimberton Fire Company | The students can join and train/respond to local emergency calls while in high school. Members of the company participate in Occupational Advisory Committee and attend events with the students. | Since 2015. Advisory Committee. |
| East Whiteland Fire Company | The students can join and train/respond to local emergency calls while in high school. Members of the company participate in Occupational Advisory Committee and attend events with the students. | Since 2015. Advisory Committee. |

# **SUBMIT YOUR APPLICATION**

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* 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).