# **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:

Criminal Justice I & II

1. Point of Contact  
    Name: Danielle Bouton-Wales, Director

Email Address: dboutonwales@questar.org

Phone Number: 518-479-6898  
Address: 10 Empire State Blvd, Castleton, NY 12033

1. Applicant’s School/College: Questar III BOCES Rensselaer Educational Center
2. State: New York
3. Type of institution (click the box to check)

**X** Area technical center

☐ Career academy

☐ 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

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.

This Questar III BOCES Criminal Justice program at the Rensselaer Educational Center provides high school juniors and seniors from the surrounding ten school districts with a two-year, half-day program of study that includes classroom instruction, hands-on practical exercises, mentorship with professionals in the field, and pathways to programs at surrounding colleges. The rigorous Criminal Justice curriculum includes academic credits in math, science, English and Participation in Government to fulfill state graduation requirements as well as the most up-to-date information and techniques to prepare for postsecondary studies and careers in law enforcement, 9-1-1 dispatching, investigations, security, corrections, courts, and other criminal justice related fields. The program has been in place for 16 years and students can earn up to 12 industry certifications and trainings as well as up to 12 articulated college credits from agreements in place with several area colleges.

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

**X** Suburban

**X** Rural

☐ Other   
The surrounding ten school districts that send students to the Rensselaer Educational Center differ greatly, for example ranging from 24% to 77% Economically Disadvantaged rates and including urban, suburban, and rural settings. Together the ten districts encompass a little over 19,000 students with 73% White, 12% Black or African American, 8% Hispanic or Latino, 16% Students with Disabilities, 47% Economically Disadvantaged, and 1% English Language Learners, (from data.nysed.gov for Rensselaer County).

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 Criminal Justice program of study was developed in response to labor market needs, student interest, and school district support. The specific curriculum was developed based on the content recommended by industry and postsecondary partners and in alignment with the Criminal Justice National Occupational Competency Testing Institute (NOCTI) exam, relevant industry certifications, and area postsecondary Criminal Justice programs. The curriculum and program as a whole is reviewed by industry partners on a yearly basis to stay current with changes in the field and industry trends. Students are academically prepared for postsecondary education by using a college textbook and completing college level assignments. They can earn up to 12 articulated college credits and participate in over 40 hours of Work-Based Learning (WBL) Experience. They are also able to obtain industry certifications in the areas of Private Security, Corrections, Public Safety Dispatching, and several FEMA certifications, often gaining immediate employment in the field after graduation while attending a postsecondary institution.

A & D. Instructors from the criminal justice and law departments of local colleges and employers representing a number of divisions in the local and state police departments and corrections field sit on the Consultant Committee for the program. This committee meets with the instructor annually to review and advise on curriculum content, changes in the field, industry trends, and latest equipment. They provide input on any changes or updates that should be implemented. For example units in forensics have been added to respond to the technological changes (including cyber forensics) in the industry. Consultant committee members also support the program by speaking with the class, hosting field trips or WBL internships, and assessing students’ NOCTI practical exam tasks.

B. Building positive awareness and understanding of the field of law enforcement as well as encouraging a diverse population of students to pursue the field is important in today’s climate and with the shortage in this field. A specific example of meeting area need was our addition of a Public Safety Telecommuncations (911 operator) certification in the program. Several surrounding counties publicized a shortage in Public Safety Telecommunicators. To respond to that need, the instructor became trained and certified to include a national training and certification unit on Public Safety Telecommunication into the program to provide all students with the training. This addition has been a great success including students doing WBL internships in this area and graduates being employed as 911 operators.

C. The program utilizes a college textbook and college level reading and writing assignments to prepare students for the coursework rigor at the college level. The course content aligns with college level beginning criminal justice courses and students receive college credit for those courses through articulation agreements with three local colleges. This is a college preparation focused program and on average, more students from this program go on to college than the other programs (see chart above #11).

# **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)

Postsecondary data is collected directly from students through a senior exit survey about the students’ post graduate intentions and through a post graduate follow-up survey approximately six months later about what students were actually doing. Both surveys are administered using the Qualtrics survey platform. There is no avenue for NY high schools to gather data directly from colleges on just their students so the best way to track student outcome is through the surveys directly to the students. This is also in compliance with the guidance and requirements for Perkins data collection (indicator 5.S.1 <http://www.p12.nysed.gov/cte/Data/PostHSplacement.html>)

**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?** | 345 | 356 | 368 |
| What is the total number of minority learners served by your school/institution? | 21 | 40 | 69 |
| 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? | 101 | 107 | 138 |
| What is the total number of English language learners served by your school/institution? | ++ | ++ | ++ |
| **What is the total number of learners served by your program of study?** | 38 | 40 | 40 |
| % male learners in program of study | 49% | 35% | 40% |
| % female learners in program of study | 51% | 65% | 60% |
| % minority learners program of study | 8% | 10% | 28% |
| % low-income learners program of study | + | + | + |
| % learners with disabilities program of study | 10% | 15% | 20% |
| % English language learners program of study | ++ | ++ | ++ |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 100% for articulated credits | 100% for  articulated credits | 100% for articulated credits |
| % 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) | 62% \* | 89% \* | 86% \* |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 15% ^ | 89% ^ | 93% ^ |
| **POSTSECONDARY-LEVEL DATA \***  **Data from students who responded to the post graduate follow-up survey. Our center’s response rates for that survey was 2017 – 61%, 2016 – 48%, and 2015 – 76% of graduated seniors.** | | | |
| **What is the total number of learners served by your school/institution?** | 53\* | 51\* | 54\* |
| What is the total number of minority learners served by your school/institution? | 4\* | 0\* | 0\* |
| 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? | 12\* | 11\* | 11\* |
| What is the total number of English language learners served by your school/institution? | ++ | ++ | ++ |
| **Total number of learners served by your program of study** | 8\* | 8\* | 12\* |
| % male learners in program of study | 50%\* | 50%\* | 42%\* |
| % female learners in program of study | 50%\* | 50%\* | 58\*% |
| % minority learners in program of study | 13%\* | 0%\* | 0%\* |
| % low-income learners in program of study | + | + | + |
| % learners with disabilities in program of study | 25%\* | 13%\* | 25%\* |
| % 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) | 100%\*\*\* | 100%\*\*\* | 100%\*\*\* |
| % 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) | \*\* | \*\* | \*\* |

+We do not serve lunch so we cannot collect economically disadvantaged student data. The school districts have that information by student but do not share them. The economically disadvantaged numbers the school districts report on the Perkins Report Cards (<http://www.p12.nysed.gov/cte/perkins4/title1.html>) only have numbers for the particular indicator which varies by indicator and it includes both Questar III centers so it is not useful data here.

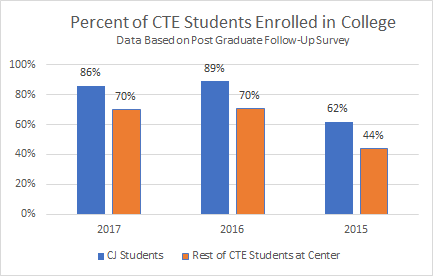
++We currently do not collect ELL data since we are a shared center and any students would receive services back at their district high school. Our numbers, however, would be very low as our sending school district numbers are low.

\*Indicated data obtained from our post graduate follow-up survey.

\*\*We don’t have data from the postsecondary institutions on postsecondary completion or further postsecondary plans or studies.

\*\*\*Industry-recognized credentials were completed during the two-year CTE program. Table is in #11.

^On the post graduate follow-up survey, students were able to self-report multiple categories such as working AND attending a college/trade school. That is why the percentages for two of the years in this category are so high.



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.

Since we are a BOCES shared time center which only has the students for half of the day (seniors in the morning and juniors in the afternoon) and pulls these students from different school districts, our data is only posted by NYS under the Perkins Report Card (<http://www.p12.nysed.gov/cte/perkins4/title1.html>). The data posted on the Perkins Report Card is for the two CTE centers together for Questar III BOCES Rensselaer Columbia Greene area. The data shown above for both the secondary and postsecondary sections is just the Rensselaer Educational Center and Criminal Justice program as applicable. It is obtained from our student management system as well as our senior exit survey and our post graduate follow-up survey (see question #10).

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

Presentations for the CTE programs occur in students’ 10th grade year at all of our school districts. We also send home mailings to all 10th grade students/parents so they are aware of the opportunities at the CTE center. Since all students are coming to the center from different schools as well as different backgrounds, teachers spend the first couple of weeks helping students get to know each other and building a supportive culture in their classrooms. Many supports are available to help ensure student success along the way (see #13). To gather feedback on how comfortable students feel in their program and the building as well as feedback on their engagement in the program, support of adults, and integration of academics, students talk in small groups with our outreach coordinator 2/3 the way through their junior year. They also complete an anonymous junior feedback survey and a senior exit survey.

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)

In addition to the criminal justice teacher and academic teachers we have special education consultant teachers who push-in to the programs to assist students with disabilities. The consultant teacher works with both the student and the teachers on the student’s IEP goals and provides strategies and supports to help meet the learning needs of that student. The building has a counselor, crisis intervention worker, work-based learning coordinator, psychologist, school nurse, and the administrative team to help support student success. Students who are starting to struggle are brought to a “Student Learning Team” where teachers and staff work together to brainstorm strategies and develop a plan to help that student be successful. Our quarterly advisory program assists students in making and measuring personal achievement goals. And our Equity Team, new this year, is focused on developing initiatives to better provide supportive environments for all students.

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 program participates in the building’s Skills USA club. The building club elects student officers, holds monthly meetings, and participates in community service events. The program also competes yearly at the regional and state Skills USA competitions in the categories of Criminal Justice, Crime Scene Investigation, and Job Interview.

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)

To encourage good grades and attendance at both the district high schools and the CTE center, the counselor compiles quarterly honor roll certificates and provides ongoing encouragement to students who are on track for the National Technical Honor Society (NTHS). The Criminal Justice program has had the following numbers in NTHS:

* 2018- 12 Total (4 Year I, 7 Year II)
* 2017- 17 Total (6 Year I, 11 Year II)
* 2016- 21 Total (13 Year I, 8 Year II)

The counselor meets with any struggling students and calls a Student Learning Team as needed. They arrange meetings with the district high school counselors to discuss every student’s progress. They also facilitate college fairs and applications including financial aid information and paperwork.

Our outreach coordinator presents to every 10th grader at their high school and follows up with letters to the parents. We use the Qualtrics platform to gather information from students about what programs they are interested in. We host an Open House in January where a presentation about the program is made and questions are answered. We then work with the high schools to line up program tours for students to spend a half-day to really experience the program.

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 | NYS Next Generation Learning Standards in math and ELA (students get 1 credit for each), NYS Science Standards (students get 1 credit), and New York State Social Studies Standards for Participation in Government (students get ½ credit). These credits fulfill NYS graduation requirements.  <http://www.nysed.gov/curriculum-instruction> |
| Career Cluster or Technical Standards | National Occupational Competency Exam Standards in Criminal Justice <https://nocti.org/PDFs/JobReady/4181_Criminal_Justice.pdf> |
| Employability Standards | NYS Career Development and Occupational Studies (CDOS) Standards <http://www.p12.nysed.gov/cte/cdlearn/> |
| Other | NYS Career and Financial Management Standards <http://www.p12.nysed.gov/cte/ctepolicy/documents/CFM.2018initialRelease508.pdf> |

# **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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** |  |  |  |  | Students are at their district High School. |  |
| **10** |  |  |  |  | Students are at their district High School. |  |
| **11** |  | 1 credit math in Criminal Justice program | 1 credit science in Criminal Justice program |  | Students are half-day at their district High School earning 3 to 4 credits and half-day at the CTE Rensselaer Educational Center earning 4 credits (2 CTE credits, 1 math credit, and 1 science credit). | Criminal Justice I |
| **12** | 1 credit ELA in Criminal Justice program |  |  | ½ credit Part. In Gov. in Criminal Justice program | Students are half-day at their district High School earning 3 to 4 credits (it is recommended that they take a psychology or Forensic Science course at their High School) and half-day at the CTE Rensselaer Educational Center earning 4 credits (2 ½ CTE credits, ½ Participation in Government credit, and 1 ELA credit). | Criminal Justice II |
| **13** |  |  |  |  |  | Articulated credits with Bryant & Stratton College, Columbia-Greene Community College, and Schenectady County Community College where students can major in Criminal Justice. |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

Academic math, science, and ELA standards are mapped to the Criminal Justice curriculum so that the academic standards are covered in a way that enhances and supports the Criminal Justice Content. Math and science standards are mapped to the content in the junior year (year 1) and the English Language Arts and Participation in Government standards are mapped specifically to the content in the senior year (year 2). Academic math and science teachers push-in to the Criminal Justice 1 program weekly to deliver lessons covering Criminal Justice content such as forensic analysis, shoe print identification, crime statistics, statistical significance in cases, crime scene processing, and more. During the 2nd year the academic ELA teacher pushes in to the Criminal Justice 2 program weekly and in addition to supporting college-level reading and writing skills, they support the capstone portfolio project. The integrated academic work along with the Criminal Justice unit on the courts system comes together in a two-month major project of a Mock Trial. In this project, students are required to prepare for either the prosecution or defense side of a criminal case. Students must work as a team to develop theories, arguments, and evidence. They write their own testimony and prepare to present it. They prepare their own exhibits, opening and closing statements, as well as questions for direct and cross examination. They learn every aspect of the criminal trial process, including jury selection and Voir Dire, objections and courtroom etiquette. Students pull from the math and science content that they learned and utilize reading, writing, speaking, and listening (ELA) skills to prepare for and conduct the mock trial. This work culminates in a day long trial that is broadcasted over the BOCES’s youtube channel (<https://www.youtube.com/watch?v=YBJdKAXkF8A>) and is attended in-person and virtually by approximately 200 people.

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 can earn up to 12 articulated credits from agreements with three area colleges. Also passing the end of program NOCTI for Criminal Justice allows students to be eligible for 3 to 5 college credits at cooperating colleges/universities within New York (<https://www.nocti.org/nccrs.cfm>). Any AP/IB courses that a student would take would occur during the half-day they are at their district high school as those courses are not a part of the Criminal Justice program. All students complete a portfolio as part of their technical assessment that includes a resume and cover letter, a demonstration of skills they have learned in the program, a reflection on their experience, and a compilation of certifications and achievements earned to serve as both a capstone project and an interview portfolio for students as they move on to postsecondary pursuits.

|  |  |  |
| --- | --- | --- |
| **Bryant & Stratton College**: Students who successfully complete the Criminal Justice Program are able to apply for either the A.A.S Criminal Justice Studies or A.A.S. Paralegal Studies degree programs. See copy of the agreement for details and criteria. Possible articulated credit is as follows: | CRJU103 Intro to Justice System | 3 |
| COMM104 Learning Communities | 3 |
| CRJU135 Security in the 21st Century | 3 |
| INFT124 Computing Skills | 3 |
| CRJU145 Justice Information Systems | 3 |
| PLEG100 Introduction to Legal Studies | 3 |
| **State University of NY Columbia-Greene Community College** | CJ 102 Intro to Criminal Justice | 3 |
| CJ 115 American Policing | 3 |
| CJ 160 Security Operations & Administration | 3 |
| **State University of NY Schenectady County Community College** | CRJ 113 Intro to Criminal Justice | 3 |
| CRJ 135 Introduction to Security | 3 |

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?** |
| Bryant & Stratton College | Reviews curriculum and grants 12 college credits to student who successfully complete the program with an 85% average or above. | 10 years. Partnership was developed by meetings between the content teacher and the Criminal Justice Chairperson at the college. |
| Schenectady Community College | Reviews curriculum and grants 9 college credits to student who successfully complete the program with an 85% average or above. | 15 years. Partnership was developed by meetings between the content teacher and the Criminal Justice Chairperson at the college. |
| Columbia Greene Community College | Reviews curriculum and grants 6 college credits to student who successfully complete the program with an 85% average or above. | 15 years. Partnership was developed by meetings between the content teacher and the Criminal Justice Chairperson at the 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)

Ongoing area employment needs are evaluated through both feedback from the consultant committee members, input from other local employers, and use of the regional NYS Department of Labor short and long-term occupational employment predictions. We are located in the Capital District of upstate New York which is a hub for many businesses and industries. In this region for security guard employment there are 9 major hospitals that employ private security guards along with 10 colleges and universities that employ campus/private security as well as 5 major entertainment venues. For 911 dispatcher employment there are three 911 centers and at least 5 smaller police departments that employ their own dispatchers. For various levels of law enforcement there are over 20 municipal police departments and 4 county Sheriff’s departments that employ both sworn and civilian staff. There are also over 10 local and state correctional facilities that employ corrections officers and staff. Long-term occupational employment projections (<https://www.labor.ny.gov/stats/lsproj.shtm>) for the Capital Region predict the areas of detectives and police officers to grow between 7 and 8 percent from 2014-2024 and the area of security guards to grow by 16.6%. This growth is predicted for detectives and police officers statewide at 18.8% and 9.4% respectively and for security guards at 11.8%. This Criminal Justice program prepares students for all of these career areas and includes several industry certifications that lead to employment with related agencies.

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)

Yes, all learners are required to participate in work-based learning. Students participate in work-based learning throughout their two years in the program by providing parking and security assistance at school events, participating in community service, and completing a week-long internship at a local police agency. At school events students perform at least eight hours working in a security capacity during school functions such as Open House, blood drives, and the Veterans Day Luncheon. Students assist in directing traffic, parking cars, and helping visitors inside the building. Near the end of their senior year students are required to complete a minimum of 25 hours at an employer-sponsored internship. The internship is arranged by the students with oversight by the Work-Based Learning Coordinator. Students must contact an industry employer of their choosing and set up an interview where they present their professional portfolio and secure the necessary paperwork to do their internship with that employer. They then attend that internship site daily for two weeks.

Over the past three years Criminal Justice students have completed the following number of hours through just the internship piece:

|  |  |  |
| --- | --- | --- |
|  | # of Internships out of # of Seniors | Total # of Internship Hours |
| 2015-16 | 18 out of 18 | 464.75 |
| 2016-17 | 17 out of 17 | 497 |
| 2017-18 | 13 out of 13 | 340.75 |

There also numerous field trips and guest speakers throughout the two years of the program that help provide students with a well-rounded understanding of the many facets of the criminal justice and law-related career fields.

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)

In addition to the NOCTI technical assessment, the following are the certifications that are a part of the curriculum and are required for students to complete throughout the program. Students print out their certificates and include them in their portfolio for future employment. Most of the trainings are completed on-line and verified through on-line exams.

|  |
| --- |
| **Students are REQUIRED to take the following industry-based certifications -** |
| APCO – Public Safety Telecommunicator I Certification |
| New York State 8-Hour Pre-assignment Security Guard Training/License |
| New York State Mandated Reporter Training/Certificate |
| Questar III – Bloodborne Pathogens Training/Certificate |
| Questar III – Right to Know Hazard Communications Training/Certificate |
| American Heart Ass. CPR/First Aid/AED Training/Certification |
| FEMA – Incident Command System Training/Certificate |
| FEMA – Leadership & Influence Training/Certificate |
| FEMA – Decision Making & Problem Solving Training/Certificate |
| FEMA – Active Shooter – What You Can Do Training/Certificate |
| FEMA – Effective Communication Training/Certificate |
| Criminal Justice NOCTI assessment |

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?** |
| Troy City Police Department | Member of the Consultant Committee and provides student internships, field trips and guest speakers. | 16 Years - The partnership was developed through the teacher and the Chiefs of the Troy Police Dept. |
| Rensselaer County Sheriff’s Office | Member of the Consultant Committee and provides student internships, field trips and guest speakers. | 10 Years - The partnership was developed through the teacher and the Sheriff and Undersheriff. |
| North Greenbush Police Dept. | Member of the Consultant Committee and provides student internships, field trips and guest speakers. | 16 Years - The partnership was developed through the teacher and the Chief of Police. |
| East Greenbush Police Dept. | Member of the Consultant Committee and provides student internships, field trips and guest speakers. | 16 Years - The partnership was developed through the teacher and the Chief of Police. |
| Albany Police Dept. | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Albany County Sheriff’s Office | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Mechanicville Police Police Dept. | Member of the Consultant Committee and provides student internships, field trips and guest speakers. | 16 Years - The partnership was developed through the teacher and the Chief of Police. |
| Cambridge Police Dept. | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Hoosic Falls Police Dept. | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Rensselaer County Jail | Member of the Consultant Committee and provides student internships, field trips and guest speakers. | 10 Years - The partnership was developed through the teacher and the Chief of the Jail. |
| Albany County Jail | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Schenectady County Jail | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Schenectady County Sheriff’s Office | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Rensselear County Family Court | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Albany County Family Court | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Rensselear County Dept. Of Public Safety | Member of the Consultant Committee and provides student internships, field trips and guest speakers. | 10 Years - The partnership was developed through the teacher and the Director |
| Unity House | Provides student Internships. | 10-Years The partnership was developed through the students and the Dept. |
| Rensselaer County Unified Family Services | Member of the Consultant Committee and provides student internships, field trips and guest speakers. | 16 Years - The partnership was developed through the teacher and the Director |

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)

Except for one student this past year, 100% of each senior class for the past 8 years have passed the National Occupational Competency exam (all three parts – written, practical, and portfolio) and earned their Technical Endorsement Seal on their high school diploma. Students have also been 5 time medal winners at the Regional and State Skills USA Criminal Justice competitions. Along with the news stories highlighting student successes and business partnerships that have been included in the attached additional materials, two video segments were hosted on our website highlighting the Criminal Justice program (names not redacted in videos):

Graduate Update: (9/2017) <https://youtu.be/O1ue4RaciXk>

iPads in Criminal Justice (1/2015): <https://youtu.be/MF6_4BqxbdA>

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?** |
| Troy City Police Cadet Post | The teacher is an advisor to the post and shares her classroom and equipment with the post. Many of her students are Cadets. The cadets provide support and training to CJ Students | 8 years. The partnership was developed through the teacher and officers of the Troy Police Dept. |

The Troy City Police Dept. approached the instructor in 2011 about partnering with them to create a Police Cadet Post. The post is open to any child between the ages of 14 and 21. They meet twice a month in the evening, where they are given both classroom and hands on training in the area of Law Enforcement. Students also go on ride-alongs with the officers and participate in community service events. As an advisor I assist with creating lesson plans, teaching, and coordinating events for the Cadets. There are 7 other advisors who are all Troy Police Officers. The program fosters student awareness and interest about a career in law enforcement. The Police Cadet Post gives the Cadets a broader and amplified experience than the Criminal Justice Program can during the school day. The Criminal Justice students are a natural fit for the Cadet Post and are given first consideration when applying. There are a limited number of spots within the post and acceptance is competitive, requiring an application and an interview. Several have been hired by the Troy City Police Dept. as well as other departments. In addition, this work with the local police department helps build and maintain those relationships between the program, building, and police department and enable the instructor to work closely with the department to offer opportunities for students in the Criminal Justice program.

# **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).