# **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: Nursing Pathway
2. Point of Contact
 Name: Rachel Fredricks

Email Address: Rachel.fredricks@franklin.k12.wi.us

Phone Number: (414)525-7507
Address: 8222 S. 51st. St. Franklin, WI 53132

1. Applicant’s School/College: Franklin High School
2. State: Wisconsin
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)

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| --- |
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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

 X 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 Nursing Pathway program of study at FHS equips students with the skills and knowledge to be successful in a nursing career and post-secondary education directly out of high school. Students in this program take various Biomedical, Anatomy, and Medical Terminology courses at the high school, have the opportunity to earn their Nursing Assistant Certification and begin their Practical Nursing licensure courses through dual enrollment at our local technical college, and can participate in work-based learning within nursing careers. This program has been in place for the past 10 years, but has been improved and grown dramatically over the last few years.

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

 ☐ Rural

 ☐ Other

Franklin Public Schools is a middle-class suburban school district directly Southwest of the City of Milwaukee. The surrounding area is a mix of industrial and residential neighborhoods. Education, Healthcare, and Manufacturing are all thriving industries in this area.

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)

Franklin High School’s (FHS) Nursing Pathway has been created in collaboration between the FPS Administration, Student Services, the FHS Science department, the FHS Community Experience Coordinator and area healthcare services providers and postsecondary institutions. Our pathway aligns with our state endorsed Nursing Pathway and provides students with the academic preparation needed for success in a variety of two and four-year college opportunities, as well as guaranteed work-based learning experiences and opportunities to earn industry credentials and college credit. Students in the Nursing Pathway engage in high level English, Math, Social Studies, Science and World Language courses that prepare them for college admission and success, as well as eventual admission to a nursing program at the postsecondary level. In addition, FHS offers important career related courses, transcripted and dual credit opportunities within the Nursing Pathway, including Project Lead the Way Biomedical courses, Medical Terminology, Certified Nursing Assistant and Licensed Practical Nursing Academy at MATC, a full year of college coursework completed during the student’s senior year that contributes toward a two year degree and certification as an LPN. The Nursing Pathway is designed to fulfill students’ need for practical hands-on work-based learning experiences and coursework that lead to meaningful career enhancing credentials. Franklin Public Schools engages stakeholders from the community in its ongoing Education for Employment Plan, including industry employers and local postsecondary education institutions. Two major providers of healthcare services in our community have participated extensively in this process by reviewing and providing input on the Nursing Pathway. Our healthcare services partners have assisted the district by articulating the need for additional students to enter the field of nursing.  They continue to support the effort to inform and support student learning by partnering to provide a variety of work-based learning experiences for our students. Aurora Healthcare and Ascension Healthcare Systems offer students opportunities for these authentic experiences, including informational interviews, job shadows, internships and Youth Apprenticeships. Nursing Pathway students have opportunities to gain postsecondary credit through AP and PLTW coursework. Our nearest postsecondary partner, Milwaukee Area Technical College (MATC), has worked with FHS and the district’s Education for Employment team to create increased opportunities for students to engage in coursework and experiences to gain postsecondary credit and credentials that facilitate college and career success. MATC offers transcripted credit for some coursework in the pathway, and is articulated with other public and private colleges and universities where students may choose to continue their studies. According to local labor market data, all levels of Nursing staffing needs are growing as current nurses prepare to retire in large numbers. Our pathway is important for our students because nursing provides opportunities for powerful wage earnings and offers financial and job security. Many of the students in Franklin Public Schools stay within our community after completing college. However, approximately 54% complete a college degree within six years. The Nursing Pathway provides enhanced opportunities for students to meet their needs for job security while fulfilling the community’s need to replace the retiring nursing cohort.

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# **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)

Below you will find our comprehensive high school and Nursing program of study specific demographic data. Student data that is included in the program of study portion is comprised of students who successfully completed the Nursing program of study each year. Students cannot be considered completers of the program until their 11th or 12th grade year, therefore 9th, 10th, and most 11th grade students are not included in the program of study data. As one can see, our Nursing program of study students have achieved extremely high levels of success and post-secondary preparedness and enrollment.

**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?**  | 1,494 | 1,512 | 1,547 |
| What is the total number of minority learners served by your school/institution? | 22.5% | 23.4% | 24.7% |
| What is the total number of low-income learners served by your school/institution? | 12.0% | 11.4% | 10.3% |
| What is the total number of learners with disabilities served by your school/institution?  | 7.6% | 7.1% | 7.4% |
| What is the total number of English language learners served by your school/institution?  | 1.9% | 1.7% | 2.7% |
| **What is the total number of learners served by your program of study?** | 6 | 5 | 36 |
| % male learners in program of study  | 0% | 0% | 2.8% |
| % female learners in program of study  | 100% | 100% | 97.2% |
| % minority learners program of study  | 33.3% | 40.0% | 19.4% |
| % low-income learners program of study  | 0% | 0% | 0% |
| % learners with disabilities program of study  | 0% | 0% | 0% |
| % 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.)  | 100% | 100% | 100% |
| % of learners in program of study who earned an industry-recognized credential  | 100% | 100% | 72.2% |
| % of learners in program of study who participated in work-based learning  | 67% | 20% | 50% |
| % 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)  | 100% | 100% | 97.2% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors)  | 0% | 0% | 2.8% |
| **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 source of the whole school student data was our state report cards, which can be found online here- <https://apps2.dpi.wi.gov/reportcards/home>

The data for the students within our program of study is not publicly accessible. This was found through our school’s LMS- PowerSchool, National Student Clearinghouse Data (post-secondary enrollment), and student transcripts.

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

All of the courses and opportunities within our Nursing program of study do not have pre-requisites or other academic barriers that prevent any student from enrolling in these courses. We promote these opportunities to our entire student body through our Academic and Career Planning process. The district is able to provide transportation to our local technical college for the nursing courses offered there for students who are unable to provide their own transportation. We acknowledge that even without any academic barriers, there is an opportunity for growth in the participation in this pathway from some of our students with diverse backgrounds and we have begun working more closely with our special education transition coordinator and alternative educators to determine strategies for increasing participation within those student groups.

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)

All students within our school receive ongoing support from our school counseling team and their advisory teacher. Our students with disabilities receive added support in accordance with their IEP and other identified needs. Students are provided with additional opportunities for support and teacher check-ins through our advisory system and student choice in their flexible scheduling time. For our students who are dual enrolled at our local technical college, the high school Community Experience Coordinator collaborates with the MATC instructors to check-in with students and provide extra support, tutoring, lab time, and check-ins when needed. These supports have led to successful program completion by every student who has dual enrolled in nursing courses at MATC. The students within this program have come from all academic levels, with a wide range of GPAs, ACT scores, and a variety of plans for post-secondary education.
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)

We do not currently have an active HOSA chapter within our high school, but our health science educators have begun the process of researching this CTSO and determining a potential integration plan into our high school.
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)

All students in 6-12th grade engage in career awareness, exploration and planning activities designed to connect their learning interests to possible careers and training beyond high school. Students use the career exploration tool Career Cruising to assess their learning interests and to explore careers and training opportunities. Students have access to comprehensive school counseling in middle and high school, and create individual career and academic plans based on their investigations using Career Cruising and the learning experiences in their courses. Students explore the opportunities available in CTE and other programs through the Career Planning and Course Guide for the high school in order to understand the pathways and courses offered. In addition, students in 8-12th grade and their parents/guardians attend an evening event, “Pathways to Your Future Night” in the fall to explore the pathways available more closely and speak with teachers and students about the programs. Incoming 8th grade students have additional opportunity to engage with staff during Freshman Preview Nights in the winter as these students are making decisions about 9th grade coursework. All students in 9-11th grade can seek out expert department input on pathways and courses available during ACP Week/Course Carousel in December.

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 | Next Generation Science Standards- All of our Science and Biomedical courses offered within our program of study are designed using the Next Generation Science Standards |
| Career Cluster or Technical Standards | The CNA and LPN courses offered through MATC are aligned to the state requirements for certification within these career areas |
| Employability Standards  | Wisconsin DPI Employability Skills StandardsWisconsin Department of Workforce Development Nursing Assistant Skills StandardsThe work based learning courses within this program of study are designed using the Employability Skills and Nursing Assistant Skills standards designed by DPI and DWD. Student success within their work based learning courses is determined by their mastery of these skills. Both employers and high school advisors provide instruction and support based on these standards. |
| Other | ASCA Mindsets and Behaviors Standards- All instruction and individual support provided by our school counselors is aligned to these standards |

# **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.

All students at FHS complete a college preparatory sequence of academic courses, of which 3 credits must come from Science, including one biological science (Biology or Principles of the Biomedical Sciences) and one physical science (Physical Science, Chemistry or Physics).  Within the Nursing Pathway, students complete a rigorous sequence of courses, are supported by a mentor in the field, earn industry credentials, and engage in work-based placements such as youth apprenticeships and internships. The sequence of courses that form the Nursing Program of Study provides students with the broader career cluster knowledge and skills needed to prepare them for a variety of careers within the healthcare industry. The sequence includes the core Science courses through AP level coursework, Medical Terminology, as well as Project Lead the Way (PLTW) coursework including Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions and our capstone course, Biomedical Innovations or Revitalizing Education and Child Health (R.E.A.C.H.). Nursing program students gain the occupation level knowledge and skills beginning with career based learning experiences embedded in the PLTW courses (professional speakers in the classroom, industry tours, job-shadows, community based mentors) and subsequently in work based learning experiences connected to the pathway. In 11th or 12th grade, students take the CNA course through MATC, allowing them to earn their CNA certification. Students also have the option to enter a senior year Licensed Practical Nursing Academy at MATC, where they complete the first year of a 2-year LPN program. Through the R.E.A.C.H. course, students can gain additional resume enhancing certifications in the field of early childhood education. Finally, our students can select and enter either an internship or Youth Apprenticeship to gain additional occupational experiences, earning the state’s Employability Skills Certification.

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| --- | --- | --- | --- | --- | --- | --- |
| 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** | CP Comp & Lit Analysis 9 | Integrated Math (IM) 9 or 10 Honors | Biology | World History | Phy Ed 9 | Principles of Biomedical Sciences |
| **10** | CP Comp & Lit Analysis 10 | IM 10 or IM 11 Honors or Accelerated IM 10/11 | ChemistryAnd/orHuman Anatomy | US History | Phy Ed 10 | Human Body Systems |
| **11** | CP World Lit & Comp or CP Non-Fiction Analysis and Composition or AP Lit or AP Lang | IM 11 or IM 11A or Precalculus or Precalculus HonorsOr Calculus | PhysicsAnd/orHuman Anatomy | American Government and Additional Social Studies Course | Phy Ed 11Junior/Senior Health | Medical InterventionsMedical TerminologyCNAYouth Apprenticeship |
| **12** | CP Multicultural Lit CP Non-Fiction Analysis and Composition or AP Lit or AP Lang | IM 11B or Precalculus or Precalculus Honors or Calculus or AP Calculus AB or BC or AP Statistics | AP Bio orAP Chem orAP Physics | Multiple elective options including Psychology, Sociology, AP Psychology, AP US, Economics | Elective Phy EdJunior/Senior Health | Biomedical InnovationsCNALicensed Practical NursingCommunity InternshipYouth ApprenticeshipR.E.A.C.H. |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

As one can see from the course sequence above, students must take a combination of core academic and CTE courses in order to complete the Nursing program of study at Franklin High School. Students within this program of study are taking a sequence of courses similar to that of students not involved within a program of study, just with a high concentration within health science and nursing CTE courses as well. For example, a student will take their 9th grade English course alongside all other 9th grade students in the high school, but will be concurrently taking at least 1 CTE course within the Nursing Program of Study; most likely Principles of Biomedical Sciences.

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)

There is a large variety of opportunities for students to earn transcripted credit within our Nursing program of study. 100% of students within the Nursing program of study at FHS earn post-secondary credit in more than 1 course, and most earn credit in over 3 courses throughout high school. We know that students who earn transcripted credit while in high school have a higher likelihood of post-secondary success, and we want to ensure that our students have as many opportunities as possible to get a head start on their future career in nursing. Transcripted credit courses offered within the Nursing program of study include:

Principles of Biomedical Sciences (TC articulation agreement)

Human Body Systems (TC articulation agreement)

Medical Interventions (TC articulation agreement)

Medical Terminology (TC articulation agreement)

Certified Nursing Assistant (Dual Enrollment at MATC)

Licensed Practical Nursing (Dual Enrollment at MATC)

AP Biology

AP Chemistry

AP Physics

Students also have the opportunity to earn transcripted credit through other core academic and elective courses offered at the high school.

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?** |
| Milwaukee Area Technical College (MATC) | MATC provides instruction for our dual enrollment students in the CNA and LPN programs. They also serve on our Education for Employment advisory board, providing guidance and expertise to develop and grow our Nursing program of study | Our school’s partnership has been active for well over 10 years, but we have specifically partnered around the Nursing program for about 4years. We previously partnered with a different program for our CNA program and decided to switch to MATC 4 years ago because of their high levels of quality instruction and success. We also then invited them to serve on our advisory team and help grow our nursing program- which is a continuous and always active process. |
| Milwaukee School of Engineering (MSOE) | MSOE provides training for our teachers within the PLTW Biomedical courses and has an articulation agreement for transcripted credit within these courses.  | This partnership has been active for about 5 years and was developed when FHS decided to begin offering the PLTW Biomedical series of courses. They continue to support our instructors and PLTW students. |
| Pathways Wisconsin | Pathways Wisconsin is a state-wide network that brings industry, post-secondary, and secondary partners together to create a pipeline from secondary education to post-secondary and/or careers within the Nursing field. FHS is an active member of this network and Pathways Wisconsin helps provide local labor market data and employer resources which we use to improve and align our program of study to the needs of our region. | This partnership has been active for a little over a year. Pathways Wisconsin began their work last year and invited Franklin to be a pilot region to help build the network/program due to our already established Nursing program of study. We have been active participants in the work ever since. |
| Medical College of Wisconsin (MCW)/Froedert Hospital | MCW/Froedert is a local medical school and teaching hospital. MCW provides tours for our students in our Health Science courses. Froedert provides the clinical setting for our CNA program students. | This partnership has been active for about 4 years. MATC used their existing relationship with Froedert to begin placing our CNA students there and our Community Experience Coordinator began connecting with MCW to provide student tours in the subsequent years. |

# **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 Nursing program of study is highly aligned to local, regional, and state-wide workforce needs. According to the US Bureau of Labor and Statistics, Healthcare is projected to be the largest area of nationwide occupational growth within the next decade. Nursing and related careers are and will continue to be the highest area of need within healthcare. State-wide and County projections in Wisconsin mirror those at the national level. Education and Healthcare are the top employers in Milwaukee County and the City of Franklin. Our local healthcare systems are already experiencing a shortage of quality nurses at all levels and see this as a growing issue. Franklin is helping fill the immediate need for CNAs and LPNs in the local community by providing opportunities for our Nursing program of study students to earn these certifications through dual enrollment at MATC, and long term nursing needs through better preparing our students for post-secondary education in nursing. We receive labor market data from our regional and city economic development entities every couple of years and will continue to evaluate that data, alongside data from our industry partners on their needs, in order to continue to develop our program of study and make changes when necessary to better support our local workforce needs.

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)

Not all learners are required to participate in work-based learning, but the majority do. The work-based learning opportunities that are offered within our Nursing program of study are Community Internships and Youth Apprenticeships. Community Internships are paid or unpaid experiences that last either 1 semester or an entire school year. Within nursing, students have interned at local hospitals, assisted living facilities, and the health department. Students work alongside nurses to learn specific career and employability skills. Youth Apprenticeships are paid experiences within a specific career and students can participate their Junior and/or Senior year. Within nursing, our students who have earned their CNA license can be hired to work as CNAs at local hospitals and assisted living facilities. Students who have not yet earned their CNA license can be hired to work as caretakers at assisted living facilities and work alongside nurses. Students work and learn alongside a workplace mentor and are instructed in skills developed by the Department of Workforce Development. Students in both work-based learning experiences earn an industry recognized employability credential.

In addition to work-based learning experiences, FHS provides many different opportunities for students to learn from professionals. Students within the nursing program of study have opportunities to participate in job shadows, hear from professional guest speakers, go on hospital tours, and our Biomedical capstone course has healthcare professionals serve as mentors throughout the course. These opportunities help our students determine what career is the best fit for them and begin learning the skills needed for success.

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**  |
| Nursing Assistant Certification |  |
| Practical Nursing Licensure |  |
| CPR Certification  |  |
| Nursing Assistant Skills Standards Certification |  |
| Employability Skills 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?** |
| Ascension Healthcare | Ascension has been a key partner in the development of our nursing program of study. They have served on our Education for Employment advisory team since it began, helping shape and grow our nursing program of study. They also hire our CNA students for Youth Apprenticeships, place Community Interns, host job shadows and site tours, and provide professionals as guest speakers. | This partnership has been active for about 4 years. As Franklin was deciding to grow and improve our nursing program of study, we reached out to Ascension to provide industry expertise and support. We have been providing support to each other actively ever since.  |
| Aurora St. Luke’s South Shore Hospital | Aurora St. Luke’s supports our nursing program of study by hiring our CNA students and placing Community Interns. They also provide many guest speakers for us and other service opportunities.  | This partnership has been active for about 2 years. Franklin reached out to Aurora about placing students as YAs and interns and the mutually beneficial partnership has flourished from there. |
| Children’s Hospital of Wisconsin  | Children’s Hospital supports our program of study by hosting both student and teacher job shadowing opportunities | This partnership has been active for about 3 years and was developed through Franklin’s request to have students job shadow with CHW professionals and CHW’s desire to educate more students about careers within nursing. |
| Tudor Oaks | Tudor Oaks supports our nursing program of study by hiring our students in the Youth Apprenticeship program | This partnership is our newest and has been active for less than 1 year. This was developed through one of our CNA students being hired there and us coming together to grow our partnership in the future. We are continuing to find new ways to partner. |
| Elizabeth Residence | Elizabeth Residence supports our nursing program of study by hiring our students in the Youth Apprenticeship program | This partnership has been active for about 2 years. This was developed through their need for more CNAs and support of our nursing program of study. We continuously have multiple students participating in work-based learning here.  |
| City of Franklin Health Department | The City Health Department supports our nursing program of study through having students partner in their community health initiatives, hiring student nursing interns, and hosting job shadows.  | This partnership has been active for over 10 years. This partnership began with the creation of Volition Franklin (see chart below) and they were eager partner on more experiences as we have continued to develop the program of study over the past few years.  |

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)

As evidenced by our demographic data, partnerships, and course offerings our Nursing program of study has been extremely successful and has experienced tremendous growth over recent years. For the 2018-19 school year, we are projected to have 52 successful Nursing program of study completers. We will also have our first 2 students finish the Licensed Practical Nursing program at MATC, earning a technical diploma. Those 2 students are both planning on continuing their education at MATC while working part time at a local hospital. They will be able to earn their Associate’s Degree as RNs within 1 year of the program since they will have already completed their CNA and LPN programs. They will be in the first group of students in the region to complete this dual enrollment secondary to post-secondary program of study.

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?** |
| Volition Franklin | Volition Franklin supports our nursing program of study by providing an opportunity for our students to serve our community and learn more about careers within public health. | This partnership has been active for over 10 years. This initiative was developed through a partnership between the City Health Department, Police Department, Recreation Department, Franklin Public Schools, and other local community members in an effort to increase education of all community stakeholders on various public health issues.  |
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# **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.