# **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: **Rancho High School**
2. Point of Contact  
    Name: **Laura Harp**

Email Address: **harpla@nv.ccsd.net**

Phone Number: **(702) 245-7997**  
Address: **1900 East Searles Ave, Las Vegas, NV 89101**

1. Applicant’s School/College: **Rancho High School**
2. State: **Nevada**
3. Type of institution (click the box to check)

☐ 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

☐ 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.

**For over 20 years, Rancho High School’s Academy of Pre-Medicine has offered a Health Science pathway with Sports Medicine as one of the Programs of Study. The Sports Medicine program features a veteran Athletic Trainer as the lead teacher; it offers the opportunity for senior students to work side-by-side with the Head Athletic Trainer of the school’s athletic programs; and it offers an opportunity to earn points towards the College of Southern Nevada’s Physical Therapy Aide program application.**

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

☐ Suburban

☐ 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:
   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 Sports Medicine Program of Study was developed according to the standards of the Nevada State Career and Technical Education requirements. It is well documented that CTE programs are in high-demand and students perform better in school when they are involved in a program that interests them. The program was created to address this need. Five years ago, the Sports Medicine program had a change in the lead teacher and this allowed for a revamping of the program. The course sequencing remained the same, but the curriculum has evolved to better meet state standards: 9th graders take Health Science I; 10th graders take Health Science II; 11th graders are enrolled in Sports Medicine I; and 12th graders take Sports Medicine II.**

**In addition to meeting state standards, the teacher maintains a current license in Athletic Training and continues to work in the field, which requires keeping up with current best practices. The program is also aligned with UNLV’s Athletic Training Education Program (ATEP). As the only ATEP in the state of Nevada, The University of Nevada, Las Vegas (UNLV) prepares their graduates for a career in Sports Medicine. The Sports Medicine program at Rancho High School prepares students for UNLV. This is done through annual field trips to the university and communicating with UNLV ATEP faculty about what they expect high school graduates to have before they apply for their program.**

**The Sports Medicine program also aligns with a national provider of medical services, Select Physical Therapy (PT). In Las Vegas, Select PT contracts with Clark County School District to provide an Athletic Trainer (AT) at each high school. The senior students gain experience by working and observing this professional at home games and practices. The lead teacher is also employed by Select PT and worked as a head AT for seven years in local high schools. A third Athletic Trainer teaches Health Science I and II classes. The program is strengthened by having three industry professionals lead and bring their experience to the students to ensure students are well-rounded and prepared for the future.**

**The economic needs of the community are met in a variety ways. First, the program requires students to pay a yearly fee that is low compared to other high schools with similar programs. Families that are unable to make this payment are able to fill out a hardship form to allow a waiver for the fee. These funds are used directly to support the students in their learning. Another way the needs of the community are met is by offering students the opportunity to acquire volunteer hours, real-world experience and internship-style education by observing the Athletic Trainer on campus. Students gain workplace skills and experience without having to find transportation or leave Rancho High School. While other programs may require families to purchase their child a car or inconvenience them to find an internship, the Sports Medicine program provides an on-campus experience with a certified Athletic Trainer.**

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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)  
     
   **The ACT, an aptitude exam to measure college readiness in high school seniors, is administered to all juniors in the Clark County School District (CCSD), and it was the primary assessment for the 2017-2018 school year. When looking at the data it is clear that our medical students outperform their counterparts across the district and state.  In general, our medical students score 10% higher on the ACT than students in district and 9% higher than students in the state in both English and math.**

**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?** | 3256 | 3235 | 3278 |
| What is the total number of minority learners served by your school/institution? | 2935 | 2894 | 2963 |
| What is the total number of low-income learners served by your school/institution? | 2922 | 2451 | 2066 |
| What is the total number of learners with disabilities served by your school/institution? | 263 | 241 | 238 |
| What is the total number of English language learners served by your school/institution? | 552 | 615 | 762 |
| **What is the total number of learners served by your program of study?** | 20 | 36 | 53 |
| % male learners in program of study | 28% | 36.11% | 50.9% |
| % female learners in program of study | 75% | 63.8% | 49.1% |
| % minority learners program of study | 85% | 88% | 87% |
| % low-income learners program of study | 65% | 66% | 64% |
| % learners with disabilities program of study | 5% | 4% | 5% |
| % English language learners program of study | 25% | 27.7% | 29% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 34% | 33% | 37% |
| % 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) | 95% | 98% | 96% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 5% | 2% | 4% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** |  |  |  |
| What is the total number of minority learners served by your school/institution? |  |  |  |
| What is the total number of low-income learners served by your school/institution? |  |  |  |
| What is the total number of learners with disabilities served by your school/institution? |  |  |  |
| What is the total number of English language learners served by your school/institution? |  |  |  |
| **Total number of learners served by your program of study** |  |  |  |
| % male learners in program of study | % | % | % |
| % female learners in program of study | % | % | % |
| % minority learners in program of study | % | % | % |
| % low-income learners in program of study | % | % | % |
| % learners with disabilities in program of study | % | % | % |
| % English language learners in program of study | % | % | % |
| **Other relevant *demographic* data from your program of study** |  |  |  |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible) | % | % | % |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | % | % | % |
| % of graduates in program of study who transitioned to further postsecondary education (who were eligible) |  |  |  |

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

<http://nevadareportcard.com/di/report/reportcard_1?report=reportcard_1&scope=e7.y15&organization=c2707&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C575%2C805%2C576%2C577%2C806&num=160&page=1&pagesize=20&domain=demoprof&>

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

**Rancho High School is centrally located in Las Vegas, allowing for greater access to diverse groups from the Metropolitan area and suburbs. Enrollment in the Sports Medicine Program is reflective of the diversity of the Clark County School District. In most cases, RHS is within 3% of CCSD’s averages.**

**RHS recruits in all CCSD middle schools and hosts open houses. Invitations are sent to all 8th grade students that provide information on open houses and student shadowing opportunities which are open to all applicants. Additionally, our direct feeder middle school, magnet schools and private academies attend field trips to observe class instruction. By marketing our programs to all schools and focusing on Rancho’s attendance zone, we enrich the pool of applicants with the naturally occurring diversity of our ethnic and lower socio-economic populations, thus ensuring all students have access to Sports Medicine programs in a fair and equitable manner.**

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

**Students in the Sports Medicine Program have job shadowing opportunities and industry quality instruction. They are required to perform community service, of which at least 10 hours is required to be in a medical setting. By incorporating innovative and advanced technology in instruction, the students are prepared for higher education careers. Typical high school students would never see this equipment, let alone use it, unless they pursue scientific research in a university setting.**

**At RHS, students are required to engage in scientific inquiry using cooperative learning strategies, and collaborative practices that involve high levels of academic discourse.**

**The implementation of these strategies has been fruitful as the Sports Medicine Program is extremely diverse. With sustained strategic recruiting efforts, the program plans for the continued diversification of its student population by ensured educational equity and improved integration.**

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 Sports Medicine Program is aligned with HOSA (Future Health Professionals). The technical standards for Sports Medicine, such as demonstrating proper prophylactic taping of the ankle or assessment of the shoulder, are aligned with HOSA. This allows for students to compete at regional and national competitions.**

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)

**Career guidance is integrated throughout the Sports Medicine Program. In the Health Science classes, students research various medical careers and explore options available in the community, state and nation. When students enter Sports Medicine, the focus is on careers involved in Sports Med, including athletic training, physical therapy, orthopedic surgery, occupational therapy, massage therapy and other healthcare professionals. Besides exposure to these professionals, students are able to attend field trips to UNLV to see how Sports Medicine translates to the postsecondary level. Guest speakers are brought in throughout the year, including physicians involved in other areas of medicine.**

**There are two major senior projects involved in Sports Medicine which increase a student’s success following high school. First, students must compile a professional portfolio that includes a resume, writing sample, transcripts, test results ( AP, ACT), certifications and professional references. Second, students complete a college coursework sequence through post-graduate level. This provides an opportunity to research degrees and realize what steps need to be taken between high school graduation and working in the Sports Medicine field of their choice.**

**Recruitment of Sports Medicine students is done at Magnet Recruiting events. The Sports Medicine POS falls within the Magnet Academy at RHS.**

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 | **Sports Medicine Program uses the Nevada Dept. of Education Career and Technical Education Standards developed by the Nevada State Board for Career and Technical Education.** |
| Career Cluster or Technical Standards | **Sports Medicine Program uses the Nevada Dept. of Education Career and Technical Education Standards developed by the Nevada State Board for Career and Technical Education.** |
| Employability Standards | **Sports Medicine Program uses the Nevada Dept. of Education Career and Technical Education Standards developed by the Nevada State Board for Career and Technical Education.** |
| Other | **Sports Medicine Program also uses the National Athletic Trainers’ Association guidelines of practice. The teacher uses these professional practices to ensure academic and technical standards are aligned with the industry standards. Also, the Sports Medicine POS uses HOSA guidelines for technical 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** | **English 9, 9H or 9 PreAP** | **Algebra, Pre-Algebra, Geometry** | **Biology, Bio H** | **Health, Computers, Freshmen Studies** | **Foreign Language, Physical Education, CTE Courses** | **Health Science I** |
| **10** | **English 10, 10H or 10 PreAP** | **Geometry, Algebra,** | **Chemistry or Chem H** | **World History, H or AP** | **Phys Ed, Dance, ROTC, Crossfit** | **Health Science II** |
| **11** | **English 11, 11H or 11 AP** | **College Prep, Pre-Calc, Calculus** | **Physical Science** | **U.S. History, H or AP** | **Anatomy/Physiology, Foreign Language, Biotechnology, Crossfi** | **Sports Medicine I (didactic and clinical)** |
| **12** | **English 12, 12 H or 12 AP** | **College Prep, Calculus AB, Calculus BC** | **Physics or Geoscience** | **Government** | **Anatomy/Physiology, Foreign Language, Crossfit, Pathology, Biotechnology** | **Sports Medicine II (didactic and clinical with work-based learning)** |
| **13** | **English 101 and 201** | **Required Math** | **BIOL 196 Fall**  **BIOL 197 Spring; CHEM 101; CHEM 201** | **Electives** |  | **Maintain GPA to apply for Athletic Training Program; Take Sports Injury Management class (SIM 101)** |
| **14** | **If Necessary** | **Statistics for Health Science** | **BIOL 223 (A & P) Fall**  **BIOL 224 (A&P) Spring; CHEM 221; CHEM 222** | **Electives** | **Electives** | **Apply for AT Program during Fall Semester of Sophomore Year; Enter Program in Spring Semester; Classes include SIM 201, 202** |
| **15** | **If Necessary** | **If necessary** | **If Necessary** | **Electives** | **Electives** | **Various KIN and SIM classes for graduation** |
| **16** | **If necessary** | **If Necessary** |  |  |  | **Various KIN and SIM classes for graduation** |
| **17** |  |  |  |  |  | **Various KIN and SIM classes for graduation** |

**Students in the Sports Medicine Program progress through their four year program of study to advance to work-based learning opportunities. All 9th and 10th graders are required to take Health Science I and II. As a junior, they may choose to enter Sports Medicine. This class is set up very similar to Sports Injury Management 101 at UNLV. The first semester focuses on overview of sports medicine, how injuries occur and proper treatment. The second semester is focused on patient care and treatment of specific lower extremity injuries. As a senior, Sports Medicine II students focus on upper extremity injuries and evaluation, CPR, management of spine injuries, and mapping out their college coursework and career plans. Seniors also gain valuable experience by observing and assisting the on-site Athletic Trainer at after-school athletic events.**

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

**One specific way that Sports Medicine is integrated with core academics is by meeting with the science department to discuss what students may already have learned as freshmen or sophomores in their Biology and Chemistry classes. It’s important that teachers meet to share their standards. This way, teachers can make sure that information is not redundant to students and continues to build on previous information delivered and retained. CTE teachers can also assess current retention, offer brief review, then be able to progress into higher level understanding and discussions because they know what has already been taught.**

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)

|  |  |  |
| --- | --- | --- |
| **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?** |
| **University of Nevada, Las Vegas**  **Athletic Training Education Program** | **Teacher of POS meets with UNLV program coordinators to discuss what high school sports medicine students should know before they apply.** | **5 years; developed through relationships with the programs coordinators to connect future students with opportunities** |
| **UNLV School of Medicine** | **Provides field trip opportunities to see facilities. Also coordinates with teachers to discuss desirable traits and features of the ideal medical school candidate.** | **One year; developed by UNLV to show students that a medical school exists locally** |
| **College of Southern Nevada** | **Meets with CTE departments to discuss continuing education opportunities.** | **5+ years; developed by CTE College Credit Program through CSN** |
|  |  |  |

# **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 Sports Medicine Program is aligned with the industry by having teachers and staff that are current members of the workforce in Las Vegas. The lead teacher has worked for 10 years as an athletic trainer in high schools in the valley, including Rancho High School. By having current industry members teach these courses, students are exposed to more than just academic standards. They receive advice and instruction of real events that occur in the Sports Medicine profession.**

**According to the Bureau of Labor Statistics, the profession of athletic training is expected to grow 21% in the next 10 years. The opportunities in Las Vegas include high school sports, collegiate settings, professional sports, performance shows, and working as physician extenders. In the state of Nevada, the only Athletic Training Education Program at the university level is at UNLV. This means that students graduating from Rancho High School’s Sports Medicine program are on a direct path to enter UNLV, apply for the only program in the state, graduate and have a high chance of being hired here in Las Vegas.**

**Additionally, within the next two years, all AT Education Programs must transition from a Bachelor’s degree to a Master’s level degree. With this increase in education, supply of athletic trainers will decline. This should translate to an increase in the demand for athletic trainers.**

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. At the age of 17, students in the Sports Medicine POS are required to complete minimum hours with the Athletic Trainer after school. This means students are responsible for signing up, showing up on time, and assisting this healthcare professional with duties learned in class. Students observe competitions, practices and assist in the clinic and are able to apply classroom skills to real-world needs. In addition to technical skills practice, students are learning employability skills by maintaining professional dress, demeanor, work ethic, and helping those in need.**

**While other Sports Medicine programs in Las Vegas exist, Rancho High School is one of the few that have on-campus options available for this observation opportunity. Examples of student experiences have been being the person designated to call 911, making and wrapping on ice bags, taping ankles and wrists to prevent injuries, assisting athletes during physical therapy exercises, and being able to assess an injured body part.**

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)

**The Sports Medicine Program of Study offers CPR/AED Certification through the American Heart Association. Senior students are certified before graduation to allow for two years of a valid card that allows them to enter various jobs that may require this. Additionally, students are certified at the higher level ( Basic Life Support) because they have a stronger background in medicine than the lay-rescuer. This means students are able to apply for jobs that require some medical education, including phlebotomy.**

|  |  |
| --- | --- |
| **Offered** | **Required** |
| **CPR/AED Certification – American Heart Association; Basic Life Support** | **CPR/AED** |
|  | **Board of Certification National Exam** |
|  | **Completion of Accredited Athletic Training Education Program (Master’s Level)** |
|  | **Obtain state license (requires BOC)** |

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?** |
| **Select Physical Therapy** | **Select PT employs the Athletic Trainer at Rancho High School, who senior students observe for professional experience** | **15+ years; Sports Medicine teacher has also been employed by Select PT and works in the industry** |
| **Southwest Athletic Training** | **SWAT provides athletic training services to the community events in Las Vegas. The sports medicine and health science teachers both assist in covering these events for SWAT and therefore gain experience from their procedures and industry standards.** | **4 + years** |
| **University Medical Center** | **UMC offers field trips to the only Level I Trauma center in the state of Nevada** | **3+ 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 the Sports Medicine teacher, I try to keep in touch with my students after graduation through social media. Although this is only my fifth year teaching, I am already hearing back from multiple students who have chosen a career in sports medicine or kinesiology. Every year, students let me know that they were accepted into an athletic training program or physical therapy program because of their high school experience. On several occasions, I’ve had students thank me for preparing them during high school because the exams they were taking at the university were easier than what they had seen in my class. Because I have years of experience in the field before I began to teach, I’m able to offer students a better perspective of how medicine really works.**

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?** |
| **Society for Maternal Fetal Medicine** | **Provide a day of presentations from worldwide leaders in the field; invites students to international conference held every year** | **2+ years** |
| **United States Anesthesia Partners** | **Local anesthesiologist presented to students and also offered shadowing opportunities** | **1 year** |
|  |  |  |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

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

**THANK YOU!**

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

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

We look forward to learning more about your program!

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