# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the fifth 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 student 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; and
* Providing concrete data on the program of study’s impact on student achievement and success at both the secondary and postsecondary levels.

**ELIGIBILITY**

* This award is open to any 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 student achievement will not be eligible for consideration.
* If your program has received in an award 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 15, 2017 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/2018-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 student.
* 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; and
* 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 4-6, 2018.

**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/2018-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: Health Sciences Academy
2. Point of Contact  
    Name: Wendy D. King, PT, M.Ed.

Email Address: wking@bsdvt.org

Phone Number: (802) 864-8426 ext 12119  
Address: 52 Institute Road, Burlington, VT 05408

1. Applicant’s School/College: Burlington Technical Center (BTC)
2. State: Vermont
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.

This two year, half-day program for juniors and seniors in high school immerses students in rigorous academics (anatomy and physiology, medical terminology, human growth and development, and nutrition) and the practical applications associated with those academics (dissections, vital signs, reflex testing, goniometry, electrocardiography, microbiology, phlebotomy and diagnostic lab testing).  All students in this program participate in experiential learning (including job-shadowing, authentic scientific research and simulated job interviews).  The program is currently in it’s 18th year and enjoys an approximately 95% placement rate into post-secondary health care programs.

8. 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

# 

# **STUDENT POPULATION & DATA**

9. 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 student achievement will not be eligible for consideration. (100 word limit)  
  
The Class of 2017 was one of our most successful cohorts, with six males and sixteen females.  Nineteen students attend post-secondary health care programs ( two were admitted to Ivy League schools: Brown and Cornell).  Two students are taking a gap year before continuing with their post-secondary education and one student went into the workforce.  Ten of these students were minority students (8 from the refugee population).  Through dual enrollment, this class graduated with a total of 288 transcripted college credits. Students choose from a wide range of post-secondary institutions, so specific data is not available for the post-secondary level.  
  
**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, not the entire school/institution. Additionally, only include data where students 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 | 2014-15 | 2015-16 | 2016-17 |
| **SECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** |  |  |  |
| % male students | 20% | 21% | 27% |
| % female students | 80% | 79% | 73% |
| % minority students | 25% | 28% | 46% |
| % low-income students | 13% | 23% | 9% |
| % students with disabilities | 5% | 9% | 9% |
| % English language learners | 0%\* | 2%\* | 0%\* |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 73% | 74% | 81% |
| % of students who earned an industry-recognized credential | 93% | 84% | 98% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 100% | 95% | 95% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 0% | 5% | 5% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** | N/A | N/A | N/A |
| % male students | % | % | % |
| % female students | % | % | % |
| % minority students | % | % | % |
| % low-income students | % | % | % |
| % students with disabilities | % | % | % |
| % English language learners | % | % | % |
| Other relevant *demographic* data |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible) | % | % | % |
| % of students who earned an industry-recognized credential (who were eligible) | % | % | % |
| % of graduates who entered the workplace and/or military (who were eligible) | % | % | % |
| % of graduates who transitioned to further postsecondary education (who were eligible) |  |  |  |

\*Please note:  The data from the item “% Language Learners” is misleading as it appears that our program is not culturally diverse.  This data only includes students who are **currently** in an ELL program and receiving ELL services.  We have many students attend our program who have been exited from ELL services, but still require additional support because the reading level at which they are exited from ELL services is far below what our program requires

10. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data.

This data was obtained from the Vermont Agency of Education’s State Reports, a link is not available

11. How does your school or institution ensure equitable access and outcomes for students with diverse backgrounds? (150 word limit)

BTC offers ELL students in and out-of-class support, guided study labs, differentiated curriculum, and individualized learning strategies to support academic achievement and goals across programs. In addition, BTC offers gender equity events, in partnership with VT Works for Women,  including Girls Tech and Tech @Work.  Girls Tech is a half-day middle school girls event open to 7th-8th graders from BTC's sending districts. Opening and closing activities, lunch, and MS girls engage in workshop stations to get an authentic experience related to BTC programs.  Tech @Work is a once-a-month​ series highlighting​ ​a​ ​different​ ​BTC​ ​Program each month​. ​Pre-Tech,​ ​11th & 12th grade​ ​students​ meet ​with a leading​ non-traditional ​presenter from​ ​business/industry in both AM and PM sessions.  

12. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)

Our program is a tiered (differentiated) program with students self-selecting between standard level and honors level.  Students are taught within the same classroom, but honors level students have a higher workload, the assignments are more complex and the tests are more difficult.

We use Moodle as an online learning platform, which provides student with access to curriculum and additional resources to augment their learning.  Assignments can be set up in adaptive mode, which allows students to re-attempt the assignment multiple times in order to achieve a better grade.  We also have two simulated mannequins in our classroom which allow us to program in abnormalities that students would not have the opportunity to experience during laboratory experiences with their healthy classmates (such as abnormal heart rates, blood pressures,…)

Our program successfully obtained a grant to add a third teacher this year, each of us with a different health care background (physical therapy, medical lab science and nursing), which provides students with  instructors with  diverse healthcare experience, but also gives us the opportunity to intervene with those students who are struggling with material while continuing to challenge the students who are flourishing.

13. What activities does your school or institution do to recruit elementary, middle, high school students and/or adult learners into the program of study? Please provide examples. (150 word limit)

There is an active supporting Advisory Committee in place which has been meeting once a month to work collaboratively on building a strong foundational support system (Pre-Tech Foundational) which will help to address equity of access into the recently expanded 11-12 program. Program development, which directly supports VT’s Act 77 Flexible Pathways initiative, requires on-going collaboration with ELL and Special Education experts, health care professionals, nonprofit organizations, secondary and post-secondary educators, and education administrators. Articulating an integrated equity access pathway is a critical element to the success of Health Science pathways.  In addition BTC provides area middle schools and high schools with open lab days and a school-wide open-house, which allow students to experience our programs.  In addition, we do a program-specific evening orientation for interested students and their parents so that all parties understand the components of the program before applying.

14. 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)

Our students have competed at both SkillsUSA and HOSA.  Each year we have had great success at these competitions, with many students receiving awards in their respective competitions and continuing on to national competitions.  The vast majority of our students are also eligible for induction into the NTHS.

15. Describe how career guidance/advisement is integrated into your program of study to support students’ completion of the program of study and entry into additional education/training and/or a successful career. 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)

The first year of the program includes a Career Exploratory Unit. Using web-based resources, students research a wide range of healthcare careers.  They develop a presentation that includes a description of the careers, current salaries and job outlook. As students present their findings, local health care providers are made available to add insight.  Students participate in focused field trips to familiarize them with a variety of health care settings.  Once students have narrowed their focus, they are provided with tailored job shadow experiences in their area of interest.

During the second year of the program, students participate in a College Prep Unit where we invite an admissions counselor from a local university to come in and discuss the application process. We also take a campus tour to get students to think about the questions they should ask while looking at colleges. Another unit during the second year is Workplace Skills. In this unit students “apply” to entry-level health care positions. They fill out a job application, create a cover letter and resume and schedule an “interview”. Volunteers from the HR department at our local hospital come in to provide authentic interviews and provide students with valuable feedback on their performance.

# **COLLEGE- AND CAREER-READY STANDARDS/EXPECTATIONS**

16. Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. Please also address the following:

* 1. How were employers involved in the development and/or 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 students 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 program of study was originally developed 18 years ago, utilizing a Vermont State Competency List for Health Science Programs in CTE.  This has been modified over the years to incorporate new work from Common Career Technical Core.  We have also revised our curricula based on input from our advisory board, feedback from post-secondary partners and local health care facilities who host our students during job shadows. As the opportunities have grown to offer dual enrollment through our program, our focus has shifted to one of significant academic rigor which is augmented with experiential and work-based learning. This format allows students to not only be fully prepared for post-secondary education, but to confirm that healthcare is, in fact, the direction they want to head instead of incurring expensive college debt to explore opportunities in healthcare later in the process.

Data from the State of Vermont demonstrates that Health Care is a priority sector, with current and projected shortages in the healthcare workforce.  These shortages are mainly in professions which require a post-secondary degree.  With this in mind, we have strived to make our program rigorous and have been approved to offer 17 dual enrollment credits through the program (as adjunct faculty at the Community College of Vermont and Vermont Technical College).

The healthcare community also seeks to improve the diversity of the healthcare workforce, in order to represent the cultural diversity of the patients that it serves.  BTC is located in a designated refugee resettlement area, serving two towns with a significant refugee population.  As a result, many of our students have received ELL services in the past and continue to require support to access our rigorous curriculum. This model allows them to fully prepare for post-secondary education.  We support this population through the use of differentiated instruction and utilizing ELL staff, as needed, for additional support.

Currently our Program Advisory Committee is working on a Health Care College and Career Pathway:  exploring and supporting the articulation of a coherent course sequence for grades 7-12 toward postsecondary education and career, integrated experiential learning opportunities, curriculum development, program evaluation methods for student participation success, and identifying professional development needs and recruitment activities.

17. Which technical, academic and/or employability skill 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 | VT AOE Transferable Skills: used throughout the curriculum   * Communication * Collaboration * Creativity * Innovation * Inquiry * Problem-solving * Use of technology   Proficiency-Based Graduation Requirements and  Next Generation Sciences Standards (for the embedded academic credits), used to frame academic subject matter   * Understand and analyze molecular, structural, and chemical biology as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts * Understand and analzye genetics, adaptation and biodiversity through the integration of scientific and engineering practices and cross-cutting concepts |
| Career Cluster or Technical Standards | Common Career Technical Core –Health Sciences Cluster Standards: used to find both commonalities and differences across the continuum of healthcare careers   * Therapeutic Services Pathway * Diagnostic Services Pathway * Biotechnology Research and Development Pathway |
| Employability Standards | Common Career Technical Core Standards-Career Ready Practices: used throughout the curriculum   * Act as a responsible and contributing citizen and employee. * Apply appropriate academic and technical skills. * Attend to personal health and financial well-being. * Communicate clearly and effectively and with reason. * Consider the environmental, social and economic impacts of decisions. * Demonstrate creativity and innovation. * Employ valid and reliable research strategies. * Utilize critical thinking to make sense of problems and persevere in solving them. * Model integrity, ethical leadership and effective management. * Plan education and career paths aligned to personal goals. * Use technology to enhance productivity. * Work productively in teams while using cultural global competence. |
| Other | Standards dictated via dual enrollment agreements for the courses we offer: used to insure that we are covering the key concepts and objectives dictated by the colleges we are associated with.   * Anatomy and Physiology I and II * Human Growth and Development * Nutrition * Medical Terminology * Human Biology |

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

18. 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, and explain how your program of study ensures students 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](http://careertech.org/sites/default/files/PlanStudy-CareerCluster-AG_0.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 (1.0) | Math (1.0): Algebra | Science (1.0) | Social Studies (1.0) | Foreign Language (1.0) | Future plans for Pre-tech program for 9th/10th graders |
| **10** | English (1.0) | Math (1.0): Geometry | Science (1.0) Biology | Social Studies (1.0) | Foreign Language (1.0) | Future plans for Pre-tech program for 9th/10th graders |
| **11** | English (1.0) | Math (1.0): Algebra II | Science (1.0) Chemistry | Social Studies (1.0) | Foreign Language (1.0) | Health Sciences Academy I (Dual Enrollment Offerings: Anatomy and Physiology I and Human Growth & Development) |
| **12** | English (1.0) | Math (1.0): Pre-Calc | Science (1.0) Physics | Social Studies (1.0) | Foreign Language (1.0): recommended for competitive post-secondary schools | Health Sciences Academy II (Dual Enrollment Offerings: Anatomy and Physiology II, Nutrition, Medical Terminology and Human Biology |
| **13** | Curriculum Varies depending on the post-secondary program the student applies to (ie. Radiography curriculum is dramatically different than Nursing curriculum) | | | | | |
| **14** | Curriculum Varies depending on the post-secondary program the student applies to (ie. Radiography curriculum is dramatically different than Nursing curriculum) | | | | | |
| **15** | Curriculum Varies depending on the post-secondary program the student applies to (ie. Radiography curriculum is dramatically different than Nursing curriculum) | | | | | |
| **16** | Curriculum Varies depending on the post-secondary program the student applies to (ie. Radiography curriculum is dramatically different than Nursing curriculum) | | | | | |

19. How do you ensure that CTE instruction and coursework is integrated with core academics?

The primary goal of VT’s Act 77 Flexible Pathways initiative is to develop “Opportunities for Vermont students to achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities; and increase the rates of secondary school completion and postsecondary continuation in Vermont.” Students will have the opportunity to work toward proficiency across career and technical standards, academic standards, and transferable skills.

The Health Sciences Academy program is a viable option for flexible pathways:

* as an opportunity for students to navigate through personalized learning plan (PLP) goals.
* as a means to incorporate evidence of academic proficiencies outside the traditional high school classroom environment.
* as a means to provide evidences to support proficiency based graduation requirements (i.e., sending schools’ graduation expectations).

20. List the opportunities for students 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)

Honors Students have the ability to earn up to 17 college credits::

    Year I: Anatomy and Physiology I (4.0 credits) and Human Growth and Development (3.0 credits) through Vermont Technical College

    Year II:  Anatomy and Physiology II (4.0 credits) and Nutrition (3.0 credits) through Vermont Technical College and Medical Terminology (3.0 credits) through the Community College of Vermont (the Medical Terminology course is taught across two years as it is coordinated to be taught in concert with Anatomy and Physiology)

Standard Students have the ability to earn up to 3 college credits through the program:

    Year II:  Human Biology (3.0 credits) through the Community College of Vermont (the Human Biology course is taught across two years as it is taught in concert with Anatomy and Physiology, but with differentiated assignments and tests)

Additionally, students can mix and match the components of the program that they choose to take at the honors level.  For example, a standard student, may opt to take the medical terminology tests at the honors level (for an additional 3.0 credits) and also take the nutrition tests at the honors level (for another 3.0 credits).  Students are encouraged to take the first few tests of each embedded course at the honors level.  Faculty work closely with students to guide them in choosing the level that will challenge them, yet not harm them in the long run with a bad grade on a permanent college transcript.

21. 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?** |
| Vermont Technical College (VTC) | Provides 14 of our 17 dual enrollment credit offerings to honorslevel students   * Anatomy and Physiology I & II * Human Growth & Development * Nutrition | The partnership has been active for at least 10 years. It was first established when VTC began seeking out relationships with area technical centers to offer dual enrollment. They were rightfully guarded, initially, about allowing anyone off-campus to offer credit for Anatomy and Physiology. In the end, we payed their Anatomy and Physiology Professor a stipend to review our curriculum to make sure it matched exactly with what they offer on campus. |
| Community College of Vermont (CCV) | Provides 3 of our 17 dual enrollment credit offerings to honors level students   * Medical Terminology   Provides 3 of 3 dual enrollment credit offerings to standard level students   * Human Biology | This partnership has been active for at least 10 years. It was first established when CCV began seeking out relationships with area technical centers to offer dual enrollment.  One of the Health Sciences Academy instructors has utilized this relationship to develop a hybrid “teacher of record” model (online/face-to-face) of education where she collaborates with Health Science teachers across Vermont to allow their students to earn dual enrollment credits through an online course, despite the fact that their face-to-face instructor is not adjunct faculty at CCV. |
| University of Vermont (UVM) | UVM began formally collaborating with our program on a Health Care College and Career Pathway in the Fall of 2016. This initiative is an effort to support students from underrepresented populations (First Generation College, Students on Learning Plans and English Language Learners) from middle school through post-secondary education as they explore and pursue a career in healthcare. As a result, we expanded our existing program this year and plan to develop a pre-tech program and mentoring opportunities for students throughout the Pathway | This partnership has existed, Informally, for the last 17 years, as many of our students go on to attend UVM programs. Formally, we have been working on the Health Care College and Career Pathway for one year. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

22. Please 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. If applicable, what labor market data does your program of study use to align to workforce needs? (250 word limit)

Health Science is one of Vermont’s economic priority sectors. Burlington Technical Center is located in the heart of Burlington, VT, serving ten sending high schools from Chittenden and Franklin Counties.

The Vermont Community Foundation, supported by the McClure Foundation and in partnership with the Vermont Department of Labor, has identified “Pathways to Promising Careers, Vermont’s High-Pay High-Demand Jobs.” Each job identified in the Health Sciences Pathway pays a median wage of at least $20 an hour and is projected to have at least 100 openings in VT between 2014 and 2024. Of the 100+ jobs that meet this criteria, Health Sciences is within the top 54.

|  |  |  |  |
| --- | --- | --- | --- |
| **Health Sciences** | **10-Year Projected Openings** | **Minimum Education Needed for Entry** | **Median Wage (hourly/yearly)** |
| Healthcare Social Workers | 150 | Master’s Degree | $22/$46,100 |
| Licensed Practical Nurses | 490 | Certificate Program | $22/$45,500 |
| Registered Nurses | 2,290 | Associate’s Degree | $30/$62,800 |
| Nurse Practitioners | 210 | Master’s Degree | $45/$93,600 |
| Physician Assistants | 130 | Master’s Degree | $50/$104,800 |
| Physical Therapists | 360 | Doctoral Degree | $36/$74,400 |
| Physicians - General Practitioners | 140 | Doctoral Degree | $72/$150,200 |
| Pharmacists | 120 | Doctoral Degree | $63/$130,900 |

23. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES or NO.

YES

24. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

Currently, 100% of Medical and Sports Sciences Students participate in work-based learning through job-shadows at the University of Vermont (UVM) Medical Center and area private practices.  The experiences students have to choose from are quite diverse. These fields include, but are not limited to:  nursing, physical therapy, occupational therapy, speech and language pathology, dermatology, radiology, radiation therapy, ophthalmology, oncology, pediatrics, veterinary medicine, surgical pathology, epidemiology, public health, home care, nutrition, laboratory, cytogenetics, microbiology and respiratory therapy.

25. 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** |
| American Red Cross:  Adult, Infant & Child Cardiopulmonary Resuscitation (CPR) | Yes |
| American Red Cross:  First Aid | Yes |
| American Red Cross:  Automated External Defibrillator (AED) | Yes |
| American Red Cross:  Bloodborne Pathogens | Yes |
| “First Aid for Mental Health” certification as well | Currently investigating for Spring 2018 offering |

26. Please describe how you ensure the instructors teaching this program of study keep up-to-date on advancements in the workplace, such as participating in externships and/or requirements to have current industry credentials. (100 word limit)

All of our instructors maintain their healthcare license within their respective fields (PT, MLS, RN), requiring continuing education.  In addition, the instructors attend VT Agency of Education Cluster Meetings for Health Sciences Instructors, participate in the Health Sciences Program Advisory Committee meetings and attend CTSO state and national conferences.

27. Please provide information on **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?** |
| UVM Medical Center | Provides work-based learning opportunities for students in the program through their acute care, inpatient rehabilitation and multitude of outpatient settings.  Provides HR staff for the mock interviews during the Workplace Skills unit | Since the inception of this program, 18 years ago. The original instructor was a former employee of the UVM Medical Center and had established relationships that allowed her to build the job-shadowing experiences for the students. |
| Northern Vermont Area Health Education Center (AHEC) | The Executive Director of the Northern Vermont AHEC is a member of our advisory board and has worked collaboratively with us to obtain grant funding to expand our existing program and will continue to work with us as we seek funding to create a pre-tech program.  Through our collaboration, Northern Vermont AHEC was also successful in obtaining their own grant funding for a Vermont Health Education Resource Opportunity (HERO) program, which  provides year-round extracurricular science enrichment and career exploration for high school students interested in health care and health science | Informally, our students have been participating in AHEC programs for 15 years, we have had a more formal partnership for the last year through the Health Care College and Career Pathway group |
| Vermont Refugee Resettlement Program | Vermont Refugee Resettlement Program was a new addition to our advisory board last year.  We are currently exploring ways to incorporate their “English for Employment” programming as a part of our pre-tech programming and for our Adult Education programs | This relationship has been in existence for approximately one year. We were introduced through members of the Health Care College and Career Pathway group |

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

Our program has enjoyed a significant waiting list for the last 15 years. Approximately 95% of our graduates go on to pursue post-secondary education towards a healthcare career.  We now have former students who are practicing as nurses, physical therapists, radiation therapists, radiographers, respiratory therapists, physician assistants, medical lab scientists and dental hygienists, to name a few.  We also have several students who are currently enrolled in medical school, pursuing their dream to become a Medical Doctor.  Students have earned their degrees from prestigious institutions, such as:  Boston University, Northeastern University, University of Connecticut, University of Vermont, Quinnipiac University and University of New Hampshire.   Two students from last year’s graduating class (Class of 2017) were accepted into Ivy League institutions:  Brown University and Cornell University. Our former students have now been in the field long enough to serve as preceptors for our current students and are always happy to help us out when we send out our annual plea for clinical sites. We keep in touch with our graduates through yearly reunions as well as an alumni Facebook page and Instagram account. We use social media to stay up-to-date with our graduates, to let them know about job opportunities and to request assistance with our current students when needed. Former students frequently “pop-in” to say hello and to share their stories with our current students.

29. 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?** |
| UVM Neuroscience Program | Students are exposed to the field of neuroscience through a neuroscience club, a club that meets twice/month and prepares them to compete at the Vermont Brain Bee.  Each year we have students place in the top three and one of last year’s graduates won the Brain Bee and represented us at nationals. | 6 years, it was initially developed when the founder of the Vermont Brain Bee reached out to our technical program to explain that she was starting up a new program. |
| UVM Medical School | Students are provided with opportunities to shadow medical students at the University of Vermont through the Med Mentors program and also participate in Med Mentors day, a program which allows students to participate in labs that help them to undertand what medical school curricula is like. | Medical Students reached out to us 3 years ago to talk about Med Mentors Day. This year Medical Students came in to speak with the class about “the life of a Medical Student” and offered to include our students in their Med Mentor shadowing program |

# **SUBMIT YOUR APPLICATION**

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* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2018-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! The selection committee will convene in December 2017 to review the applications and make final decisions. You will know the status of your application by January 25, 2018. 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 student 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).