# **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:

Academy of Criminal Justice

1. Point of Contact  
    Name: Mohamed T Khairullah

Email Address: mkhairullah@pcti.tec.nj.us

Phone Number: 973-389-7202  
Address: 45 Reinhardt Rd

Wayne, NJ 07470

1. Applicant’s School/College:

Passaic County technical Institute (PCTI)

1. State: New Jersey
2. Type of institution (click the box to check)

Area technical center

Career academy

Comprehensive high school

Community college

Technical college

Other (please specify)

|  |
| --- |
| Career & Technical Education High School (Grades 9-12) |

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.

The Academy of Criminal Justice is a four year program where the students are introduced to the basics of criminal and civil laws, investigative functions and techniques, and up to twenty two college credits of course work that is associated with the field of Criminal Justice. The students are trained by veteran law enforcement officers and a lawyer who bring their professional experiences into the classroom in an interactive manner. The Academy of Criminal Justice students can graduate with CPR/First Aid certification and an Emergency Dispatch Certification issued by the National Emergency Communications Institute.

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

**STUDENT 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 student achievement will not be eligible for consideration. (100 word limit)

The Academy of Criminal Justice is a great program for a majority urban student population (over 85%) that is looking for opportunities to succeed in life. Many of our students will be the first to go into college in their families and the selection of postsecondary courses that we offer gives them the opportunity to ease into that transition. In addition to that, having come from low income districts, the savings that they realize helps them and their families save on the cost of higher education.

**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 **(Entire Academy Population)** | 312 | 308 | 334 |
| % male students | 36.2% | 32.4% | 33.3% |
| % female students | 63.8% | 67.6% | 67.7% |
| % minority students | 89.6% | 88.7% | 87% |
| % low-income students | 66.4% | 68.3% | 70.2% |
| % students with disabilities | 11.3% | 9.7% | 8.8% |
| % English language learners | 0.31% | 0% | 0.9% |
| Other relevant *demographic* data **(Senior Class)** | 67 | 70 | 70 |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 100% | 100% | 100% |
| % of students who earned an industry-recognized credential | 100% | 100% | 100% |
| % of students who participated in work-based learning | 1.6% | 0.32% | 1.5% |
| % of seniors who graduated high school (who were eligible/seniors) | 97.3% | 100% | 98.7% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 95.9% | 91.5% | 94.6% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 4.1% | 8.5% | 5.4% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** | Not Applicable | Not Applicable | Not Applicable |
| % 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) |  |  |  |

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

The data is obtained internally from our Guidance, Testing, School to Careers, and Technology departments.

1. How does your school or institution ensure equitable access and outcomes for students with diverse backgrounds? (150 word limit)  
   Our entire educational platform is based on providing the same opportunities for all of our students in their four years of CTE experience. Our students are offered 22 college credits divided between seven college courses. Two courses are paid for by the district while the remaining courses are offered to the students at a discounted rate of $100 per three credit course. The college courses are part of the regular classroom experience starting at the sophomore level. The students are also offered opportunities to earn industry certifications in FEMA topics, CPR/First Aid, and National Emergency Communications Institute’s nationally recognized Emergency Medical Dispatch (EMD) certificate. While the students are not obligated to pay for the college credits, their particiaption in the classroom exposes them to the content of the course and thus increases their knowledge in the subject matter.
2. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)

PCTI is committed to providing each student with the optimal learning experience in their four years of high school. Our students are issued personal Chromebooks which they take home and utilize for their school work. In addition, advanced technologies such as a digital dispatch dashboard; a digital driving simulator; forensic science lab equipment such as monocular and binocular microscopes, investigative illumination and photographic equipment; advanced software such as digital facial reconstruction and geographic information systems, etc. are regularly used in the program. Our instructors provide our students 24/7 access to digital classroom resources through the utilization of Canvas and Google Classroom. Still further, the classroom teachers and the guidance counselors provide the students with industry data (via Naviance) that help guide them in deciding their college and career paths.

1. 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)

PCTI hosts an annual Open House where over 3000 middle schoolers and their parents, from around the County of Passaic, visit our campus to talk to teachers, students, counselors and to tour the school. At the Open House, current students and teachers demonstrate some of the hands-on activities performed in the classrooms. Our Admissions Supervisor also visits middle schools around the county to share with eighth graders information about available programs at PCTI. The school also offers a Saturday Academy and Saturday tours several times a year for potential students and their parents in order to experience the programs offered at PCTI. Our website (www.pcti.tec.nj.us) also serves as a great tool to inform the community about the programs that we offer and even includes the curricula and other resources that are helpful to potential candidates.

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 Academy of Criminal Justice is affiliated with SkillsUSA. The students participate in both the Crime Scene Investigation and Criminal Justice competitions through SkillsUSA and area colleges.

1. 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 Academy of Criminal Justice has two guidance counselors assigned to serve the students. The counselors visit each classroom on a regular basis to help guide the students through their high school careers. They help connect the teachers, students and parents when necessary and help the students with matters pertaining to financial aid as well as college planning and applications, and career exploration (resumes, interviewing techniques, etc.) The program also has an advisory board that meets at least twice a year to discuss matters pertaining to the department such as industry needs and trends, articulation agreements, industry certifications, and internship and employment opportunities for the students. The School to Careers (STC) office plays and integral part in coordinating with industry partners and employers who offer employment or internship opportunities for our students. Industry partners include the County’s Sheriff, Police Chiefs Association, security managers, court officials, etc. The STC office regularly organizes internships, Structured Learning Experiences (SLE) such as CO-OP Work Opportunities and job shadowing for our students.

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

1. 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 Academy of Criminal Justice started in 2002 and has continually grown and developed over the past 15 years. Currently, the academ has three hundred and fifty eight students. Throughout their four years at PCTI, the academy’s students are introduced to various law enforcement fields through a staff of veteran law enforcement officers and a former lawyer in order to theoretically and practically understand the fields of study. The students also do a variety of hands on activities inside and outside the classroom which helps put theory to practice. Starting in their sophomore year, the students will take their first college course with the opportunity to earn up to 22 course related college credits through our dual enrollment agreement with Passaic County Community College. The courses are taught by our in-house staffs who are recognized adjunct professors from the college and by visiting professors. Our partnership with the college is constantly assessed where we search for opportunities to enhance the course selection and increase the number of college credits offered to our students. The college credits at PCTI, whether paid for by the district or directly by the students, offer a tremendous saving in the overall cost of their post-secondary education. PCTI graduates regularly communicate with us that the college credits earned at PCTI have successfully been transferred to the colleges of their choice. In addition to college credits, the industry certifications earned by our students allow them to find viable employment.

Members of our advisory board help guide our decision making process in terms of preparing our students for the workplace and for college. Advisors meet a minimum of twice a year to discuss and review our programs and to receive input from industry experts and recommendations for course and activity adjustments. The advisory board is made up of members of local law enforcement agencies and heads of hiring agencies in addition to a parent representative, a student representative, and members of our school support teams such as the Guidance Department, the Child Study Team, School to Careers Coordinators and teaching staff.

The School Counseling Department utilizes Naviance to deliver career and college exploration services. Students begin by taking the Strengths Explorer assessment to determine their three main themes among ten talent themes. These themes are attached to possible career paths which are then explored further by using the Career Cluster Finder. Through this exploration, students can view various careers, see the potential for opportunities in that field, and research what is needed to make that career a reality. Finally, the students take a 180 question Career Interest Profiler that is based on the Holland Interest Codes. From here students can take this information and find colleges that offer the major they are interested in and begin their college search. All of these items are fully integrated into the school counseling curriculum and used for academic, career and college planning.

1. 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 | Writing Skills:  W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  The Academy of Criminal Justice students are trained to write proper reports with accuracy and clarity while listing all facts and statements from victims and witnesses for the purpose of answering who, what, where, when, and how for legal purposes. |
| Career Cluster or Technical Standards | 9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.  9.3.LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.  9.3.LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.  9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.  9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.  9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.  9.3.LW‐ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.  9.3.LW‐ENF.2 Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.  9.3.LW‐ENF.3 Utilize anger and conflict management strategies to resolve problems in law enforcement settings.  9.3.LW‐ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.  9.3.LW‐ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures. 9.3.LW‐ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.  9.3.LW‐ENF.7 Manage crime and loss prevention programs in collaboration with the community. 9.3.LW‐ENF.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.  9.3.LW‐ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.  9.3.LW‐ENF.10 Demonstrate the routine day‐to‐day tasks conducted by various law enforcement agencies.  9.3.LW‐ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.  9.3.LW‐ENF.12 Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.  9.3.LW‐ENF.13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.  9.3.LW‐ENF.14 Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.  9.3.LW‐COR.1 Evaluate the correctional environment for signs of potential problems and/or danger. 9.3.LW‐COR.2 Demonstrate leadership roles, responsibilities and collaboration in correctional environments.  9.3.LW‐COR.3 Analyze the impact of federal, state and local laws on correctional facilities.  9.3.LW‐COR.4 Describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment.  9.3.LW‐COR.5 Describe the legal, regulatory and organizational guidelines governing the correction services.  9.3.LW‐COR.6 Compare and contrast different career fields in the correction services.  9.3.LW‐COR.7 Demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment.  9.3.LW‐COR.8 Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments.  **The standards listed above are practiced in theory and through live demonstrations s and hands on experiences. The students are exposed to experts from their various fields of studies who come in as guest speakers and lecturers.** |
| Employability Standards | 9.2.12.C.1 Review career goals and determine steps necessary for attainment.  9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.  Resume Writing, Interviewing skills |
| Other | NJ CCCS ELA – RL11-12(1-5); Next Generation Science Standards – HS-LS3-1,2,3; Social Studies - 6.3 Citizenship |

# **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, 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 I | Algebra I | Biology | World History | World Language I  Physical Education/Health I | Criminal Justice I |
| **10** | English II | Geometry | Chemistry |  | World Language II  Public Speaking  Physical Education/Health II  Financial Literacy | Criminal Justice II |
| **11** | English III | Algebra II | Physics | US History I | Physical Education/Health III | Criminal Justice III |
| **12** | English IV |  | Forensic Science Lab | US History II | Physical Education/ Health IV | Criminal Justice IV |

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

The academy’s instructors are encouraged to work with their colleagues from the academic departments and from other CTE areas to design lesson plans that are interdisciplinary in nature and that utilize the standards from the core academic areas. The academy’s students are also mandated to take a forensic science class during their senior year. They are strongly encouraged to take public speaking as one of their electives during their sophomore year. Through their four years in the program, they are exposed to US History as it relates to the development of laws, they are exposed to mathematical formulas as they relate to crime scene investigation measurements and calculations, and they are trained in proper report writing as an essential part of accurately documenting legal incidents and proceedings.

1. 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)

Passaic County Technical Institute has a 22 college credits articulation agreement with Passaic County Community College that is specifically designed for the students of the Academy of Criminal Justice. The courses run as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Course | Credits | Payee |
| Sophomore | PE114 CPR/First Aid | 3 | School |
| Junior | CJ101 Intro to Criminal Justice | 3 | Students/$100 |
| Junior | CJ103 Juvenile Delinquency & Youth Crime | 3 | Students/$100 |
| Junior | CJ203 Drug & Alcohol Use & Misuse | 3 | Students/$100 |
| Senior | CJ104 Homeland Security | 3 | Students/$100 |
| Senior | CJ105 Criminal Investigator | 3 | Student/$100 |
| Senior | CJ114 NECI/EMD Telecommunicator | 4 | 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?** |
| Passaic County Community College | The college is our dual enrollment partner. They provide us with the professors needed for some of the courses offered on campus. They also allow our own teachers, who hold the proper credentials, to act as adjunct professors for the reminder of the college courses offered. The college also takes care of the registration process every semester and issues official transcripts to the students upon request. | The partnership started in 2005 when the program was initiated and continued to grow as the program grew based on the needs of the program. The college is an active member of our advisory board and is working with us to further increase the number of dual enrollment credits and a public safety certification for our students. We are finalizing our latest dual enrollment agreement with the college to increase the number of college credits offered at PCTI to 27. |
| Passaic County Public Safety Academy | The academy, with its location being immediately next to our school, serves as a training ground for our students. The main training exercise that is performed at the Academy’s grounds is the Agency Networking drill, where local public safety agencies (Wayne PD and FD), the Sheriff Department, and Hackensack University Medical Helicopter run a coordination exercise in the presence of our senior students. The students have to interview all active drill participants and memorialize the activity in a written report. | The academy has been a training ground for our students since the start of the program. Its close proximity to the school and its county affiliation makes it a natural partner for our program. |
| Passaic County Sheriff Training Department | The Passaic County Sheriff Training Department provides our program with a steady flow of guest speakers and presenters that address our students and share with them their expertise from their respective departments. The department also offers our sophomores the opportunity to visit the county’s jail and our seniors the training to recertify in CPR/First Aid. Our seniors also visit the Sheriff’s dispatch center as part of their dispatch certification training. | The Sheriff Department has been a partner of our program since its inception in 2005 and provides us with the support necessary for any training that falls within their jurisdiction. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. 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)

Our alignment with the workforce is derived from our partners who we meet at least twice year during the STC advisory board meetings. Currently our students earn a CPR/First Aid certificate and a national dispatch certificate from the National Emergency Communications Institute. Also, due to the professional backgrounds of our staff, we are well connected with local agencies that send us guest speakers, presenters, and training professionals which keeps our staff and our students aware of the market trends and needs locally and on a county and state levels.

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

No.

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

Students are provided many opportunities to utilize their skills learned in the criminal justice program. We have an internship program with the Passaic County Courthouse for students to work with judges, attorneys and within various offices to become more familiar with the legal system. Students work within the Passaic County Sheriff's Department doing fingerprinting and working in identification offices. We also have students who work in law firms throughout the area. Students are very excited to experience real world application of the skills learned in the classroom.

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** |
| The students are encouraged to earn additional FEMA certifications on their own. | CPR/First Aid |
| Life Guard (Water Front and/or Pool) Certification. | National Emergency Communications Institute’s Emergency Medical Dispatch (EMD) National Certification. |
|  | The students earn a minimum of 5 FEMA certifications during their senior year. |

1. 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)

As former professionals in law enforcement and general law, our instructors are supported by the Board of Education when opportunities for professional development in their fields present themselves. Furthermore, due to the interactive nature of the department with outside agencies, the instructors are kept up to date on the latest advancements in their fields. The instructors utilize Perkins funding to purchase the latest technologies to enhance their instructional presentations and hands on activities.

1. 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?** |
| Passaic County Sheriff Department | The Sheriff Department is a natural partner for our program as county institutions. Sheriff officers from patrol to the bomb squad and from the jail house to court security and K-9 units are frequent guest speakers at our programs. The Sheriff’s training team recertifies our senior students in CPR/First Aid in order for them to earn their NECI EMD national certificate. | Our partnership has been in existence since the inception of the program in 2002. As our program grows and evolves, the Sheriff Department has been there to support us in every step of the way. |
| Paterson, Bloomingdale, Clifton and other local Police Departments | The three local departments are annual visitors with our freshmen class to train them on motor vehicle stops. Real police vehicles are utilized to simulate different scenarios pertaining to proper motor vehicle stop procedures. | The partnership started in 2007 and has become a twice a year event due to the increase in number of students in the freshman class. |
| National Emergency Communication Institute | The institute provides the certification training for their national Emergency Medical Dispatch certification. This allows our students to work at any dispatch center around the nation while they are going through college. | This partnership started three years ago and is continuing in the foreseeable future. |
| Passaic County Police Chiefs Association | The Police Chiefs Association is a frequent attendee of our advisory board meetings and has contributed financially to the anti-texting and driving campaign that was led by our students in 2013. | This partnership started in 2013. Representatives from the Association are frequent visitors of our program as guest speakers or as participants in the advisory board meetings. |
| Wayne, NJ EMS/Fire/Police | Being located in Wayne, NJ makes those departments natural partners for the Academy of Criminal Justice. Wayne’s public safety departments assume command of the yearly Agency Networking Exercise and do also send guest speakers in the classrooms and presenters of live demonstrations. | The partnership started with the started in 2002 and continues through the annual events and speaking enjoyments for the academy’s students. |
| FBI | FBI agents are frequent guest speakers in our classrooms. Their topics of presentation range from talks about the nature of their different assignments and expand into their training and employment opportunities. | The partnership started around 2007 by one of our instructors and has continued to this day with regular visits to the academy’s classes. |
| DEA | DEA agents are regular guest speakers during the CJ203 Drug & Alcohol Use & Misuse college course. Their insight provides for a lively discussion during the course. | The partnership started in 2009 and has continued on a yearly basis through the guest speaker appearances. |
| Passaic County Superior Court | The superior Court through job shadowing tours and internships and employment opportunities for our students. Superior Court Judges and administrators visit the program regularly to discuss the functions of the court and employment opportunities. | This partnership started in 2004 and has developed from guest speaker appearances to participation in our Advisory Board meetings to help steer the program. |

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 students who participate. (Optional)

The Academy of Criminal Justice is an award winning program that has been recognized by the State of NJ, Skills USA, area colleges, and industry experts as a leader in secondary education in Criminal Justice. The program is in high demand and hundreds of students apply each year for only one hundred available seats. The desirability of the program comes from the extensive hands on activities in the program and the twenty two college credits that each of our students can earn by the end of their senior year. Many of our former students come back to share with us how helpful their experience at Passaic County Technical Institute was to their success in college and in the workforce. The former students express tremendous appreciation for the fact that they are able to save on college tuition and finish college in less than four years due to the number of credits they have earned at Passaic County Technical Institute.

Due to the success of our program, our partners and other local agencies are always eager to cooperate with us on developing partnerships that would yield enhanced opportunities for our students. Currently we are discussing with Passaic County Community College to increase the number of college credits up to thirty where the students will also earn a career certification in the field of Criminal Justice. We are also in talks with the County’s judicial system and the St. Joseph’s Medical Center to create 2 weeks internship opportunities for our senior students between their three college courses.

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?** |
| Area elementary and middle schools | Provides opportunities for our students to present on various topics such as Internet Safety. | 7 years. Networking from instructors |
| National School Public Relations Association | Helped facilitate our district’s involvement in a county wide public service “Reject the Text” campaign encouraging the public to not text while driving. | 4 years. Networking from instructors |
| Port Newark | Invites our students to visit Port Newark and understand how Homeland Security coordinates to ensure public safety at international ports. | 5 years. Networking from instructors |

# **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).