# **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 Science

1. Point of Contact
 Name: Lori Fulkerson

Email Address: lori.fulkerson@henderson.kyschools.us

Phone Number: 270-831-8850
Address: 2424 Zion Road Henderson, KY 42420

1. Applicant’s School/College:
Henderson County High School
2. State: Kentucky
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

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 Health Science program has been a part of Henderson County High School (HCHS) for approximately 35 years and offers several paths to help students discover and explore careers in healthcare. The three pathways in the health science program are: allied health, pre-nursing, and medical administrative assistant taught by five health science instructors. Students can explore the health science program as freshmen and sophomores and then narrow their course of study down to one of these pathways as juniors and seniors.

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 Health Science program at HCHS includes students in grades 9-12. The students are predominantly female with less than half being male. Less than half are also minorities and approximately half are low income. Our program follows students as they transition from secondary education to postsecondary education, military service, or employment. The transition information is provided in the chart below. The data we have only informs us of the student’s path directly following secondary education. Involvement in postsecondary education following enrollment is not available.

**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 DATAATAS** |
| **Total number of students served by your program of study**  | 449 | 481 | 436 |
| % male students  | 20% | 19% | 13% |
| % female students  | 80% | 81% | 87% |
| % minority students | 19% | 21% | 21% |
| % low-income students  | 46% | 30% | 50% |
| % students with disabilities  | 0.04% | 0.02% | 0.03% |
| % English language learners | 0.004% | 0.006% | 0.005% |
| Other relevant *demographic* data  | N/A | N/A | N/A |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.)  | 40%Students enrolled in a dual credit or AP classWho received postsecondary credit | 19%Students enrolled in a dual credit or AP classWho received postsecondary credit | 22%Students enrolled in a dual credit or AP classWho received postsecondary credit |
| % of students who earned an industry-recognized credential  | 100% Students eligible to sit for an industry exam | 94%Students eligible to sit for an industry exam | 95%Students eligible to sit for an industry exam |
| % of students who participated in work-based learning | 100%Seniors/juniors in SRNA | 100%Seniors/juniors in SRNA | 100%Seniors/juniors in SRNA |
| % of seniors who graduated high school (who were eligible/seniors)  | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors)  | 75% | 63.2% | 67%Data not complete until February, 2018 |
| % of graduates who entered the workplace and/or military (who were eligible/seniors)  | 20.7% | 29.6% | 14%Data not complete until February, 2018 |
| **POSTSECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  | N/A | N/A | N/A |
| % male students  | N/A% | N/A% | N/A% |
| % female students  | N/A% | N/A% | N/A% |
| % minority students | N/A% | N/A% | N/A% |
| % low-income students  | N/A% | N/A% | N/A% |
| % students with disabilities  | N/A% | N/A% | N/A% |
| % English language learners | N/A% | N/A% | N/A% |
| Other relevant *demographic* data  |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible)  | N/A% | N/A% | N/A% |
| % of students who earned an industry-recognized credential (who were eligible)  | N/A% | N/A% | N/A% |
| % of graduates who entered the workplace and/or military (who were eligible)  | N/A% | N/A% | N/A% |
| % 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 Technical Education Data System (TEDS) and the Free and Reduced Application Management (FRAM) were used to compile the information above. TEDS is the official repository of student data for all career pathways taught in Kentucky. TEDS is used to collect data required to be reported to the United States Department of Education for the Carl Perkins grant on Career and Technical Education career pathways and students. Perkins data includes graduation rate, academic attainment, secondary placement, and technical skill attainment. This information is not made publicly accessible. The FRAM (Free and Reduced Application Management) was used to compile the data on low -income students in our program. FRAM provides the tools for processing applications and approving federal meal service assistance for students. This information is not made accessible to the public.

“Online Scores for Educators” through the AP College Board were also used as a source of data. These are individual student results and not available to the public.

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

“The Mission of Henderson County Schools is to provide extraordinary educational opportunities for every student.” Our school, in particularly the instructors of our health science department, strive every day to uphold this mission, not only because we are obligated to as public educators, but also because we are passionate about serving our students. Through the completion of the ILP (individual learning plan) Career Pathway program in the middle school and refinement at the high school, by maintaining a 4-year process of Name and Claim (where we are able to “claim” students during PLT (personalized learning time) who need extra help or time to complete work)through the school RTI (response to intervention) program, and various other services such as the English Learners Program Service Plans every student has the opportunity and access despite their diverse background.

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

Integration of digital learning to close access gaps is frequently used throughout our

district, school, and health science program. Google for Education Tools including Google

Classroom, Google Docs, Google Slides, Google Forms, YouTube, Google Translate, and Google

Expeditions are most used. Our program utilizes virtual learning through web based resources, allowing our students access to health procedures such as surgeries and procedures that they may not normally see. Our health science lab contains simulated manikins that are capable of imitating human functions such as heart rate, blood pressure, and respirations. The manikins can also simulate symptoms such as coughing, vomiting, and verbal cues.

Fortunately, our community is very rich in work-based learning opportunities in healthcare settings so we do not need virtual work-based learning. Our students have access to “real world” experiences.

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)

\*Career Camps – students from the district middle schools are invited to attend after school activities that showcase healthcare careers and skills. Students participate in hands on activities.

\*Middle school visits – Eighth grade students from the district middle schools visit the program twice a year prior to enrolling in freshman classes. The students take tours of the facilities and receive information about each career and technical education program, including health science.

\*Career days at the middle and elementary schools – Student representatives from the health science program attend career days at all district schools to provide information about the health science program and allow for questions. Hands on activities are an integral part of these events.

\*CTE Open House –the health science program participates in the annual CTE Open House. Each middle and elementary school student is invited to attend with their parents to tour the facilities and receive information about the program.

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)

HOSA: Future Health Professionals

\*HOSA is integrated into each health science class.

\*We provide community service as a HOSA organization by fundraising and providing volunteer hours for various events.

\*Students compete at the state and national levels in HOSA competitive events.

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)

Students enrolled in the health science program at HCHS are highly encouraged to complete one of the pathways in the health science cluster. As freshman and sophomores, the students are exploring many healthcare career options and learn foundational knowledge and skills required in any healthcare profession. They complete career projects and learn about personal and professional qualities of healthcare professionals. Guest speakers from a variety of healthcare fields are utilized to spark interest in students. As juniors, the students choose one career pathway in the program and their learning becomes more focused and specific. Students can receive industry certification in two pathways: pre-nursing and medical office administration. These certifications can prepare them for entry-level positions in healthcare.

Each student in the health science program completes over 300 hours of work based learning. This type of learning may be in the form of paid co-operative education or internships. Work based learning often leads to future employment opportunities. Work based learning is also a form of career exploration, as the students are allowed to rotate between healthcare facilities and experience different types of healthcare careers.

# **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 health science program began at HCHS approximately 35 years ago as a program in the vocational school. Over the years, it has evolved into a multi-pathway program with the largest enrollment of any CTE program in the high school and the state of Kentucky. Employers and secondary and postsecondary educators have been a critical part of the planning and maintenance of the program. Communication is open, honest, and often. All have donated equipment used in our classrooms and have given their time to assist with mock skills testing for our pre nursing program. Guest speakers have come from the local postsecondary institutions and community healthcare facilities to speak to our students about personal careers and postsecondary requirements to earn a healthcare degree. Our community’s healthcare facilities are saturated with students participating in work based learning. Students are able to take advantage of work based learning opportunities in a broad range of healthcare facilities. Our local community college (Henderson Community College) provides tours and presentations of their allied health programs specifically for health science students at HCHS. The health science program has an advisory board that meets twice a year. Our members are employers in our community and instructors or leaders at Henderson Community College. Attendance at our meetings is high, recommendations are happily received, and many changes in our program come from these meetings. Three of the health science instructors at HCHS are members of advisory boards at Henderson Community College, as well.

There are ample job opportunities for healthcare professionals in our community. There are jobs available in hospitals, long term care facilities, and medical offices. Our community hospital (Methodist Hospital) recruits students from our program to work after graduation and then offers tuition assistance to offset the cost of college. A local long term care facility, Redbanks Nursing and Rehabilitation, hires many of our certified nursing students during their senior year of high school. Most of these students continue to work there for many years following high school graduation.

We have worked with Henderson Community College over the years to develop dual credit classes and clear pathways leading to easier or direct admission into their programs after high school. Our program is a direct feeder program into the college’s allied health programs, including nursing, clinical lab technician, medical assisting, and dental hygiene. Students in the health science program receive dual credit for certain classes from Henderson Community College that can be applied to degree requirements and may transfer to four year colleges. All students in the health science program have the opportunity to obtain up to 12 hours of college credit.

Collaboration with our community healthcare providers and postsecondary instructors is important, but the educators in our program also collaborate with other high school health science educators to compare our program and make improvements. All of our instructors attend annual CTE conferences and several are members of professional development committees. These committees meet to write state curriculum for health science and collaborate on best practice.

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 | Kentucky Academic Standards:Lessons are planned around multiple standards, integrating reading, writing, speaking/listening, language and math standards into daily instruction. All health science students are required to complete a senior project that is a co-curricular project that may also be used for the senior English project. English teachers work with health science teachers to encourage students to use what they have learned in their health science classes (and therefore what they are interested in) as the topic for their projects. The students then have access to English teachers to assist with the language and writing while the health science teachers are available to help them explain the content. Many postsecondary health programs require a minimum score on the ACT for admittance. All health science classes use ACT practice questions as a way to help students prepare for the ACT and boost test scores.  |
| Career Cluster or Technical Standards | * Kentucky Occupational Skill Standards Assessment Standards (KOSSA skill standards):

These Standards are used as the backbone of all of our pathways. KOSSA standards are developed and provided by the Kentucky Department of Education. Each standard is broken down and the content is taught in specific classes. Many standards overlap and are taught in many or all of the classes in the pathway. KOSSA standards include academic, employability, and occupational standards. The standards are broad and include practical information and skills that should be obtained for a wide range of healthcare careers. Each student in the allied health pathway takes the KOSSA examination during their senior year in the program. Each student who passes receives a certificate. * National Association of Healthcare Certified Medical Administrative Assistant Standards:

The standards for the CMAA certification include standards that a student will need to learn to become a certified medical administrative assistant. The standards are occupational based and specific to this career. These standards are taught in the Medical Office class which is part of the CMAA pathway. Upon completion of learning and mastering these standards, students take the National Association of Healthcare CMAA test. They are eligible to receive an industry certification if they pass which can lead to employment in a medical office or facility. * Nurse Aide Training and Competency Evaluation Program Standards (MNA\_NAA curriculum and MNA study guide):

The curriculum provides guidelines for teaching the class. The MNA study guide includes tips for the written assessment and step by step instructions for the performance skills. The students use the study guide to prepare for the test. Instructors also use the study guide to teach skills but follow the curriculum when planning instructions. |
| Employability Standards  | KOSSA standards include employability standards.In addition to KOSSA standards, a regionally created Western Kentucky Work Seal is given to students who meet certain employability requirements. The work seal provides students an advantage when seeking employment in the western Kentucky region. In the 2018-2019 school year, this certificate will become part of the Kentucky State Work Ready Standards.  |
| Other | National Consortium for Health Science Education (NCHSE) Health Science Standards:These standards are created by the NCHSE in an effort to “collaboratively define and advance the framework of health science education.” They are national standards adopted by many states for use in their CTE health science programs. Currently, Kentucky still uses KOSSA standards to build curriculum for health science classes. The HCHS health science program primarily uses KOSSA standards but use NCHSE standards to enhance our curriculum. The NCHSE standards “provide essential knowledge common across health profession to prepare and increase the number of students who are college and career ready”. The NCHSE also provides free sample test questions. Although, our program does not currently use the NCHSE assessment, the questions are useful resources in test preparation for our students. |

# **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.

PLEASE SEE CAREER PATHWAY DOCUMENTS IN ATTACHED PDF

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

The health science program follows the school literacy plan to incorporate reading and writing into our classes. Each class is assigned a book to read and analyze. We use journaling as a writing tool in our work based learning classes. “Dosage Calculations” is a course in our program with the primary focus being math. Basic medical math is integrated into all of our classes. “Medical Terminology” and “Human Body Systems” are both classes in our program that are science based classes and teach the basics of anatomy and physiology. Academic standards are aligned with health science content in all of our curriculum maps and daily instruction.

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)
Students in the health science program are encouraged to take advantage of advanced placement and dual credit courses offered by the high school in the core academic classes.. Many of these classes help students meet college requirements for many healthcare programs.

The health science program offers dual credit enrollment specific to the program. The following classes are available for students to take as dual enrollment courses:

* Medical Terminology is primarily a freshman level course but can be taken at any grade level. Students enrolled in this course can receive college credit from Henderson Community College for AHS 115 (Medical Terminology)
* Principles of Health Science is a sophomore level course. Students enrolled in this course receive college credit from Henderson Community College for HSE 101 (Introduction to Health Science) and AHS 100 (Human growth and Development
* SRNA is a junior level course. Students can earn an industry certification upon successful completion of the course and passing a state issued exam. Students also earn college credit from Henderson Community College for NAA 100 (Medicaid Nurse Aide)
* Health Science 3 is a senior level course. The course is three class periods per day and students participate in work-based learning and classroom instruction in this class. Students also earn college credit for KHP 190 (First Aid and Emergency Care).

Students in the health science program have the opportunity to earn a total of 12 college credit hours specific to their course of study.

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?** |
| Henderson Community College (HCC) | HCC provides dual credit for four Health Science classes. The faculty in the allied programs (nursing, clinical lab technician, dental hygiene, and medical assisting) support our students by providing tours of their facilities specifically for HCHS health science students. Guest speakers from these programs come to our school and talk to our students about opportunities in their programs. They will discuss with students the requirements, the environment, and the need for healthcare professionals in our community. Several faculty members serve on our advisory board and provide recommendations for improvements to our program. HCC nursing faculty is currently working working with the health science department to make the transition from high school to nursing school easier. The students, if they meet certain requirements, would be allowed direct admission into the nursing program in the fall following high school graduation.  | The partnership between HCC and the HCHS Health Science program has been active approximately 13 years ago. Prior to this, the HCHS Health Science program had a partnership with Madisonville Community College and the CTE unit was required to utilize the local community college, thus beginning our relationship with HCC. The curriculum for our program, which originally began as an area technology center, was aligned to the curriculum provided by our state’s community college system. HCC has always been a long time supporter of our health science program by serving on our committees, providing dual credit enrollment courses, and by allowing students to tour their allied health facilities and providing them with activities and information to help them decide on a post secondary career path. |
| Redbanks Nursing and Rehabilitation | Although Redbanks is not an actual education institution, they provide our SRNA students with direct instruction while completing the clinical portion of the SRNA class. Our students complete 18 hours of clinical time in the Redbanks facility. The staff there provide direction and education to the students, enabling them to perfect their skill techniques in preparation for their industry examination. | Redbanks has been a partner of the health science department for over 20 years. The relationship was developed because the health science program needed a long term care facility for our students to complete their SRNA clinical hours. Redbanks was glad to allow our students to participate in clinicals at their facility. Many of the students return to Redbanks to obtain employment after they receive their certification. Because of this, the partnership is beneficial for the health science department and for Redbanks. |
| Henderson County School District | Although HCHS is a part of Henderson County School District, there is a great partnership between the high school and the middle and elementary schools. The elementary and middle schools provide work based learning opportunities for our students who are interested in school health or those interested in the care of special needs children. The health science program participates in career fairs at all district schools to spark interest and provide information about our program. The students from the two middle schools in our district tour our facility twice a year prior to scheduling freshman classes. Our HOSA organization has presented information to the elementary school classes about topics such as healthy eating and healthy lifestyle. The health science program also hosts after school career camps for middle school students. At these camps, the students participate in activities related to healthcare careers. | This partnership has obviously been present to some degree since the health science program’s beginning because the program is a part of the high school which is a part of the district. However, the relationship did not fully develop until about 20 years ago when the program started utilizing the middle and elementary schools as work-based learning sites. We began to place students with the school nurses and then eventually with counselors, therapists, and special needs instructors. Our work-based learning students gain valuable knowledge and real-life experience in these settings. The health science department started participating in the career fairs and career camps approximately 8 years ago as a form of recruitment. The response to these activities was so favorable that they have continued for all these years. The career fairs and camps allow middle and elementary school students an opportunity to explore career opportunities and continue to be a recruitment tool for our program. One of our teachers also serves on the Henderson County School District Health Committee. |
| Kentucky Department of Education | The Kentucky Department of Education (KDE) supports our program by providing resources and support for our instructors. Three of our teachers have served on committees at KDE to help develop curriculum and standards for all health science programs in Kentucky. Our Health Science program was the first in the state to offer the medical administrative assistant pathway and one of our teachers worked with a KDE consultant to create the entire curriculum and course outline for that program.  | The Kentucky Department of education has been a partner with the HCHS Health Science Program since 2001 when the career and technical department at HCHS became controlled by our local district rather than remaining an area technology center and being controlled by the state of kentucky. The school district now provided funding for our department and our leadership at the state level switched to the Kentucky Department of Education versus Kentucky Tech School District, which controlled all area technology centers in the state.The work that area technology centers and locally operated career and technical centers do is similar, but funding is from different sources. Ky Tech School District was recently changed to the Office of Career and Technical Education and became a part of KDE. There are currently 53 area technology centers and 42 locally operated career and technical centers and comprehensive high schools. They are now all a part of the Kentucky Department of Education. |

# **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)

According to the Occupational Outlook report created by the Green River Area Development District (GRADD), health-related careers account for 14 of the top 25 fastest growing careers in our area. This report also shows that Registered Nurses and Nursing Assistants are two of the top 10 occupations in our area with the most annual job openings. Medical Assisting was also mentioned as being in high demand. The health science program prepares students for all of these careers. the program helps in meeting these workforce needs by offering our students the Medicaid Nurse Aide class and ability to obtain the certification needed to work as a Nurse Aide. They are also given the opportunity to enroll in co-operative education their senior year and work as a Nurse Aide. The MNA class is also a required class for most nursing programs, so students wishing to apply for these programs are a step ahead of most others. The Medical Assisting pathway leads to employment as a medical assistant. The knowledge students gain from other Health Science courses offered in our pathway give students basic knowledge and skills needed to be successful in post-secondary education in healthcare related career areas.

The CTE principal serves on the chamber of commerce committee that provides information on employer’s concerns and needs of essential skills. This information is shared with us by the principal so the health science program is able to adjust our curriculum to meet the needs of the community.

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

YES

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

Work-based learning is a requirement the health science program in order for students to complete the program.

Students enrolled in SRNA during the junior year participate in mandatory clinical time at a long term care facility. These students are required to complete 16 hours of clinical time in order to sit for the state issued exam. Students in SRNA at HCHS complete 18 hours of clinical time at Redbanks Nursing and Rehabilitation.

Students enrolled in Health Science 3, the health science program’s capstone course, are required to participate in work-based learning. Students complete over 175 hours of real life occupational experiences. There are two types of work-based learning experiences: paid cooperative education and unpaid internship. Opportunities are available in a wide range of healthcare facilities and students have the chance to work with many different healthcare professionals, covering an expansive group of healthcare careers.

Students receive grades based on employer and teacher evaluations. They are required to write journals reflecting on their experiences at their work-based learning site. Many of our student’s work-based learning experiences have led to long-term employment.

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)

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| **Offered** | **Required**  |
| SRNA (state registered nurse assistant) -- offered to juniors in the pre-nursing pathway. This certification allows students to work as State Registered Nurse Assistants in the state of Kentucky. All long term care facilities require this certification for nursing assistants. | BLS for HCP (Basic Life support for Health Care Providers) -- required for all seniors enrolled in Health Science 3. There are many types of CPR certification. The health science program offers BLS for HCP because that is what most healthcare facilities require of their employees.  |
| CMAA (Certified Medical Administrative Assistant) --offered to all students enrolled in the medical administrative assistant pathway. This certification offers students an advantage over other potential employees when applying for a position in a medical office as a front office employee. | First Aid Certification -- required for all seniors enrolled in Health Science 3. First Aid certification is essential for healthcare providers. This certification ensures that students are prepared to provide care in emergency situations.  |
| CERT (Community Emergency Response Team) -- offered to all juniors in the allied health pathway. This prepares students to help the community in the event of a large disaster. They are prepared to assess victims, triage victims, and provide basic emergency care.  |  |

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)

Three health science instructors are registered nurses, one is a licensed practical nurse, and one is a certified medical administrative assistant. All of these require renewal every year or every other year with proof of continuing education. Four of our instructors are certified American Heart Association CPR and First Aid instructors.

Every Health science instructor is required to attend the annual Career and Technical conference which provides instructional tools and up to date practice and procedure in the healthcare industry. Four of our instructors are work-based learning coordinators. They supervise students at work-based learning sites and provide guidance when needed.

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.

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| **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?** |
| Methodist Hospital | Methodist Hospital is a 192-bed facility that provides care to the people of our community. They also manage the Methodist Physician’s Group, a team of more than 50 medical professionals working throughout 20 clinics in the state. The Health Science department has partnered with Methodist Hospital to provide work-based learning experience for students enrolled as seniors in our Health Science 3 class. Our students are allowed to complete 4-6 week internship rotations in over 20 different departments at the hospital. Methodist Hospital also has numerous clinics and offices in the community that serve as work based learning sites. Several employees of Methodist Hospital also serve or have served on our Health Science advisory committee and collaborate with Health Science teachers on a continuous basis to help guide students to success each school year. | The Health Science partnership with Methodist Hospital dates back approximately 35 years ago when the Health Science program was established at Henderson County High School. At that time, the hospital donated money and equipment and sponsored a lab in the department. Since then, our relationship with Methodist Hospital has grown. Not only do they now provide our students with a multitude of internship opportunities, but they also serve on our advisory board and provide us with suggestions and feedback on ways to continually improve our program. |
| St. Anthony’s Hospice | St. Anthony’s Hospice provides care to and support for patient’s and family members facing life-limiting illnesses. The Lucy Smith King Care Center is an inpatient facility offered by St. Anthony’s Hospice. Patients can choose to spend their final days at home or at this facility. Hospice provides our work-based students interested in learning more about the services they provide with an annual training. Students who complete the training are given the opportunity to complete a 4-6 week internship at the Lucy Smith King Care Center. | The Health Science partnership with St. Anthony’s Hospice began in approximately 2009 when the organization opened the Lucy King Care Center inpatient facility. Due to the number of students we have in our program, we always have the need for additional internship opportunities. St. Anthony’s willingly agreed to partner with the program to allow students interested in palliative care the opportunity to experience what their organization has to offer patients. It was agreed that due to the sensitive nature of the services provided by hospice, students should go through an orientation prior to completing an internship at their facility. This orientation is provided annually by Hospice and students are required to go through the training if they think they are interested in completing an internship at the Lucy King Cancer Center. Our partnership with St. Anthony’s continues today. |
| The Animal Hospital | The Animal Hospital provides a variety of veterinary services in Henderson County. The Health Science department has partnered with The Animal Hospital to provide work-based learning experience for Health Science 3 students interested in a veterinary career. | The Health Science partnership with the Animal Hospital was established approximately 20 years ago. The Animal Hospital was added to our list of business partners at this time due to the number of students in the program interested in veterinary careers. They continue to be a valuable part of our program by allowing our students to complete internship rotations at their facility. |
| T&T Drug Store | T&T Drug Store is a locally owned pharmacy in Henderson, KY. The Health Science department has partnered with T&T drugs to provide work-based learning experience for Health Science 3 students interested in pharmacy related careers. T&T has offered unpaid internships as well as paid co-op experiences. Many of our former students continue to work there after high school. | The Health Science partnership with T& T Drug Store, a locally owned pharmacy, was established approximately 20 years ago in order to allow work-based learning students interested in a pharmacy related career internship opportunities. Our partnership with T&T continues today. Pam Marshall, owner of T&T, has offer served on the Health Science advisory board offering recommendation and suggestions to help improve our program. |
| Henderson County Humane Society | The Humane Society provides shelter and care to animals in need of homes. The Health Science department has partnered with the Humane Society to provide work-based learning experience for Health Science 3 students interested in working with animals. The Humane Society also provides opportunities for our HOSA (Health Science student organization) students to gain volunteer hours. | The Health Science partnership with the Henderson County Humane Society began approximately 20 years ago to give our students interested in animals and the veterinary field internship opportunities. The Humane Society continues to be willing and eager to accept our students into their facility. They also continue to provide our HOSA (student organization) members opportunities to earn volunteer hours. |
| Premier PediatricsDr. Jennifer Liles | Premier Pediatrics is an office owned by local pediatrician, Dr. Jennifer Liles. Dr. Liles provides services to children and adolescents from birth to 18 years of age. She also provides a variety of other services in her office, including accupuncture. The Health Science department has partnered with Dr. Liles to provide work-based learning students interested in working with pediatric patients internship opportunities.  | The Health Science partnership with Dr. Jennifer Liles was established in 2015. We seem to always have a number of students in our program interested in Pediatrics, and fortunately, when approached, Dr. Liles was eager to offer our students internship opportunities in this area. Our partnership with Dr. Liles continues today. |
| Audubon Dental | Audubon dental provides a variety of dental services to patients in our community. The Health Science department has partnered with Audubon Dental to provide work-based learning students interested in being a dentist, dental hygienist or dental assistant internship opportunities. | The Health Science partnership with Audubon Dental was established in 2014. That year, we had a number of students interested in dental careers. In order to give those students internship opportunities in their chosen field, Audubon Dental agreed to allow our students to shadow in their facility. Our partnership with them continues today. |
| Riverview School | Riverview School is a daycare center located in Henderson, KY. They provide educational programs, respite care and emotional support for children with a variety of medical and special needs. The Health Science department has partnered with Riverview School to provide work-based learning students interested in working with children with various medical disabilities internship opportunities | The Health Science partnership with Riverview School was established approximately 5 years ago. This partnership was established due to student interest in working with children with a variety of special needs, including medical disabilities. Thus far, this partnership is working well and the staff at Riverview continue to be willing and eager to offer our students various internship opportunities. |
| Morton Family Dentistry | Morton Family Dentistry provides a variety of dental services to patients in our community. The Health Science department has partnered with Morton Family Dentistry to provide work-based learning students interested in being a dentist, dental hygienist or dental assistant internship opportunities. | The Health Science partnership with Morton Family Dentistry was established approximately 10 years ago in order to give our students interested in dental careers internship opportunities. The students who complete internships with Dr. Morton gain a great deal of knowledge about the dental field. Our partnership with Dr. Morton continues today. |
| Hugh Edward Sandefur Training Center | Hugh Edward Sandefur Training (HESTC) Center provides individuals with special needs training and rehabilitative services to help in developing their self worth and independence. The Health Science department has partnered with HESTC to provide work-based learning students interested in working with individuals with various medical disabilities internship opportunities | The Health Science partnership with Hugh Edward Sandefur Training Center was established in August 2017. This partnership was established due to student interest in working with individuals with a variety of special needs, including medical disabilities. Thus far, this partnership is working well and we have hopes that it will continue in the future. |
| Dr. Beard Dentistry | Dr. Beard provides a variety of dental services to patients in our community. The Health Science department has partnered with Dr. Beard to provide work-based learning students interested in being a dentist, dental hygienist or dental assistant internship opportunities. | This year we had several work-based learning students interested in dental careers. In order to provide all of them with internship opportunities, Dr. Beard, a local dentist, was approached and willingly agreed to allow our students into his office. We are hopeful that our partnership with Dr. Beard will continue. |
| Henderson County Schools | Henderson County Schools has partnered with the Health Science department to provide work-based learning students with various internship opportunities including; school nursing and speech therapy | Henderson County Schools has supported our program since it was established. Approximately 20 years ago we began to work closely with school nurses, occupational therapists, physical therapists and speech therapists in the district in order to give our work-based learning students interested in these areas internship opportunities. These individuals provide our students with a great deal of knowledge and background information on their chosen career. This partnership continues today. |
| New Hope Animal Rescue | New Hope Animal Rescue provides shelter and care to animals in need of homes. The Health Science department has partnered with the New Hope to provide work-based learning experience for Health Science 3 students interested in working with animals. New Hope also provides opportunities for our HOSA (Health Science student organization) students to gain volunteer hours. | The Health Science partnership with the New Hope Animal Rescue was established approximately 5 years ago to give our students interested in animals and the veterinary field internship opportunities. New Hope continues to be willing and eager to accept our students into their facility. They also continue to provide our HOSA (student organization) members opportunities to earn volunteer hours. |
| Dr. Mark Logan | Dr. Mark Logan is a local otolaryngologist who provides a variety of services related to the ear, nose and throat. The Health Science department has partnered with Dr. Logan to provide work-based learning students interested in Otolaryngology internship opportunities | This year we had a work-based learning student interested in Otolaryngology. In order to provide this student with the opportunity to gain knowledge in this field, Dr. Mark Logan agreed to mentor the student and allow him to complete his work-based learning internship at his office. |
| Redbanks Nursing and Rehabilitation | Redbanks serves our community as the only not-for-profit skilled nursing and short term rehabilitation facility in the city. They also work with Alzheimer’s patients to provide care and resources for the individual and their family to cope with the disease. Redbanks employs senior work-based learning students who earn their SRNA certification during their junior year. These students go to work for part of the school day as state registered nurse aides and also work extra hours after school and on the weekends. Redbanks also gives our HOSA students opportunities to earn volunteer hours. | The Health Science partnership with Redbanks dates back to the 1990’s when pre-nursing became a Health Science pathway. Students in the pre-nursing pathway take the SRNA class. Students in this class are required to complete 16 clinical hours in a long term care facility in order to obtain their certification. Our SRNA students continue to receive their required clinical hours at Redbanks. In the early 2000’s, Redbanks began to offer employment opportunities to our senior health science students who earn their SRNA certification their junior year. The Redbanks Director of Nursing also serves on the Health Science Advisory Board. |

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 Health Science program serves over one-third of the student population at Henderson County High School. It is the largest career and technical education program in the school and in the state of Kentucky.
* Our student organization, HOSA: Future Health Professionals, is consistently recognized as one of the largest chapters in the state. Our students are active participants in HOSA and in 2017 two students placed first in their event at the HOSA State Leadership Conference, making them eligible to attend the HOSA National Leadership Conference.
* The health science program has a 100% overall pass rate for the State Registered Nurse Aide (SRNA) certification. We are the only program in the state to offer this as a junior level course, allowing students to use their certification during the senior year. We currently have nine seniors employed as State Registered Nurse Aides at Redbanks Nursing and Rehabilitation as their co-operative education experience.
* We are the first health science program in Kentucky to offer the Medical Administrative Assistant pathway. Our program developed the curriculum and set the standards for this program. We were the first program to offer an industry certification (CMAA) for this pathway.
* The Health Science Program at HCHS is the only health science program in the state that offers the Teen CERT program. Our CERT program includes a live disaster simulation and many community partners are present for that. Our last simulation on November 3, 2017, included the Henderson County Fire Department, the Henderson County Police Department, Methodist Hospital Ambulance Service, Korseen Fire and Safety, Henderson County Emergency Management, and many others. There were three local news channels present for the event. Methodist Hospital, Henderson County’s only hospital, partnered with us on this event to train their employees on disaster preparedness and how to handle multiple victims in a short amount of time. During the simulation, multiple “victims’ with a wide range of “injuries” were sent to the hospital by ambulance. This allowed the hospital staff to practice receiving and treating many victims at one time.
* The HCHS health science program has the largest work based learning program in the high school and in the state. ALL of our senior level students are required to complete work based learning in the form of a paid co-operative education opportunity or an unpaid internship. In addition to this, any juniors enrolled in SRNA also complete 18 hours of work based learning clinical time. Work based learning prepares our students for employment and allows them to explore different healthcare careers. Our work based learning partners are very supportive of our health science program.
* Many former HCHS health science students have returned to assist the health science program by participating as guest speakers, judging mock SRNA skills testing, and sitting on our advisory board.
* The Health Science Program at HCHS created the class, Allied Health Core Skills, for the state program of studies for health science. Our program developed the curriculum and standards for this class in the allied health pathway.

1. If applicable, please provide more detail on any partnerships your program of study has that have not been mentioned already. This includes community groups, non-profits, volunteer organizations, etc. Describe how these partnerships have been built, maintained and sustained over time. (Optional)

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| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Salvation Army | The Salvation Army provides an access point for members of our student organization, HOSA, to gain community service hours. HOSA members volunteer annually at the Salvation Army soup kitchen and also participates in the Salvation Army “adopt a family” program.  | We have had a community relationship with the Salvation Army for the past 10 years. The Salvation Army needs community volunteers and our HOSA students need community service hours so a natural relationship was formed. |
| American Red Cross of Western Kentucky  | American Red Cross provides education and opportunities in disaster preparedness to our CERT students (students receiving certification for Community Emergency Response Team). The Red Cross provides valuable information on how to help communities that are in need due to a disaster. The HCHS Health Science Program partners with the American Red Cross each fall to organize a community blood drive in our school. We are able to provide volunteers, a facility, and blood donors. | The partnership for CERT has been active for three years. The students in our classes needed emergency preparedness and our community was in need of trained emergency responders. The Red Cross assists with so many natural disasters and crises that they were a natural partner for this project. The Health Science Program has been conducting the blood drive at HCHS for over 11 years. Our local American Red Cross knew that we had a health science program and asked for our assistance in increasing their blood supply. |
| Henderson County Emergency Management | Henderson County EMA assists our TEEN CERT program, preparing and educating our students on disaster preparedness. During emergencies, CERT teams can administer first aid, collect damage estimates for local authorities, and establish and maintain communications with emergency responders. EMA also provides additional emergency preparedness continuing education for our students.  | This partnership has been active for three years due to the community need for CERT members. Larry Koerber, director of Henderson County EMA, approached our program and asked if we would be interested in helping the community develop a bigger pool of certified emergency responders. Also, the high school principal believed that because the school has over 2000 students that the high school would benefit from trained first responders in the classroom. |
| Henderson Police Department | HPD acts as a community partner and resource officer for our TEEN CERT students. HPD informs our CERT students of safety risks that would affect the health of our community. HPD comes into the classroom and educates our students on daily threats in our community.  | This partnership has been active for three years. The terrorism education offered in TEEN CERT is taught by the HPD. This relationship has developed from there. |
| City of Henderson Fire Department | HFD acts as a community partner that educates our TEEN CERT members on fire suppression, fire safety, and fire prevention. HFD also educates our students on medical services that may provide in the event of an emergency. HFD comes into the classroom and educates our students on all fire related topics.  | This partnership has been active for three years. HFD teachers the fire safety and suppression unit in TEEN CERT. TEEN CERT students have developed personal community relationships with the members of HFD because of this program. |
| Methodist Ambulance Service | Methodist Ambulance Service is a great resource for our TEEN CERT students in medical triage and treatment in the event of a disaster. Methodist Ambulance Service works closely with our students during triage and treatment offering medical operations feedback. Methodist Ambulance Service provides insight on education, traits of EMT/paramedics, and the stress of critical healthcare.  | This partnership has been active for three years. There are two lessons in medical operations for TEEN CERT that personnel from Methodist Ambulance Service teaches.  |
| Korseen Fire and Safety | Korseen offers fire extinguisher training and OSHA fire safety certification for our TEEN CERT students. In addition to the training they provide, Korseen also provides fire extinguishers for us to use during our live simulation training. | This partnership has been active for two years. HCHS has a contract with Korseen and because there is a fire safety skill that requires TEEN CERT students to extinguish a live fire, we needed a fire extinguisher company to partner with us and Korseen agreed and the relationship continues to grow.  |
| Green River District Health Department | GRDHD provides a connection through medical reserve corp and further training by the epidemiologist for our TEEN CERT members monthly. GRDHD is piloting a program that uses our TEEN CERT members as a point of dispensing of vaccinations at our school.  | This partnership has been active for three years. GRDHD has a partnership with the CERT program. GRDHD helps provide layers of training for CERT members. |
| Air Evac Lifeteam | Air Evac brings their life flight helicopter to HCJS for the health science students to look at and explore. Members of their crew provide information about the helicopter and how procedures are handled. They also present information about life flight careers.  | The partnership with Air Evac began in 2015. Life flight complements the CERT program, as it is used in emergency response situations. The team at Air Evac has been more than willing to allow our students the opportunity to have the experience. |
| Green River Area Development District | GRADD has supported our TEEN CERT program through Citizens Corp. GRADD CItizen Corp actually funded HCHS CERT program initially. The instructor of HCHS CERT serves on the GRADD Citizen Corp board for feedback and model for other counties in the GRADD area.  | GRADD has partnered with our program for three years. CItizen Corp board members assist with supervising our final CERT simulation and offering feedback to improve our volunteer skills. The [Citizen Corps Council](http://www.ready.gov/citizen-corps) was formed in response to the need to train volunteers and educate citizens on public safety and disaster preparedness issues. Members of the council include emergency management, law enforcement, fire service, American Red Cross, AmeriCorps, Catholic Diocese of Owensboro, Green River District Health Department, ARES (amateur radio emergency services), VOAD (Volunteer Organizations Active in Disasters) members, school districts and other volunteer, faith based and non-profit organizations. The mission of Citizen Corps is to harness the power of every individual through education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues, and disasters of all kinds. |

# **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.