# **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: Law Enforcement/Criminal Justice and Crime Scene Investigations, USD 265 Goddard Public Schools, Eisenhower High School
2. Point of Contact  
    Name: Denise Scribner (Forensic Crime Science) and Crystal Simmons (Criminal Justice)

Email Address: [dscribner@goddardusd.com](mailto:dscribner@goddardusd.com) [csimmons@goddardusd.com](mailto:csimmons@goddardusd.com)

Phone Number: 316-794-4190  
Address: Eisenhower High School, 1230 South 167th Street West, PO Box 789, Goddard, KS 67052

1. Applicant’s School/College: Eisenhower High School, USD 265 Goddard Public Schools
2. State: Kansas
3. Type of institution (click the box to check)

Area technical center

Career academy

Comprehensive high school

Community college

Technical college

Other (please specify)

|  |
| --- |
|  |

1. Career Cluster in which your program of study should be considered (Follow this link for a further explanation of each Career Cluster [careertech.org/career-clusters](http://careertech.org/career-clusters)) **(Select only ONE):**

Agriculture, Food & Natural Resources Career Cluster

Architecture & Construction Career Cluster

Arts, A/V Technology & Communications Career Cluster

Business Management & Administration Career Cluster

Education & Training Career Cluster

Finance Career Cluster

Government & Public Administration Career Cluster

Health Sciences Career Cluster

Hospitality & Tourism Career Cluster

Human Services Career Cluster

Information Technology Career Cluster

Law, Public Safety, Corrections & Security Career Cluster

Manufacturing Career Cluster

Marketing Career Cluster

Science, Technology, Engineering & Mathematics Career Cluster

Transportation, Distribution & Logistics Career Cluster

1. **In three sentences or less, describe your program of study, including the secondary and postsecondary components and how long the program of study has been in place.**

The Eisenhower High School Law Enforcement CTE career track (Intro to Law, Law 1, Law 2 and Forensic Crime Science classes) provides students with the knowledge and skills necessary to pursue a career or high education in law enforcement, crime scene investigations (field and lab work), emergency services, security and protective services, correction or legal services.

Criminal Justice/Law Enforcement Career Track—Intro to Law, Law 1 and Law 2 have been in place at Eisenhower High School for 5 years.

Forensic Crime Science (Crime Scene Investigations) has been in place in the Goddard School District #265 for 15 years, with the CTE project for 5 years.

Successful completion of each class provides college credit hours from WATC plus 1 credit towards high school graduation per class.  
Law 1 dual credit –3 hrs WATC, 1 credit high school

Law 2 dual credit--3 hrs WATC, 1 credit high school

Forensic Crime Science dual credit--3 hrs WATC, 1 credit high school  
  
7. 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)

|  |
| --- |
| 2017 graduating seniors plans for after graduation |
| 51% - 4 year school |
| 32% - 2 year school |
| 5% - other college/post-secondary |
| 3% - employment |
| 3% - military |
| 6% - unknown |
| 2018 – Count Day stats |
| 11% free lunch |
| 6% reduced lunch |
| 17% free/reduced lunch |

**Outcome data:**

# of completers to the Law Enforcement CTE track (completed Law 1, Law 2 and Forensic Crime Science classes):

2017 15 seniors who graduated May 2017

2016 11 seniors who graduated May 2016

2015 8 seniors who graduated May 2015

2014 data 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 DATA** | | | |
| **Total number of students served by your program of study** |  |  |  |
| % male students | 57% | 58% | 58% |
| % female students | 43% | 42% | 42% |
| % minority students | 2% | 2% | 3% |
| % low-income students | 1% | 1% | 1% |
| % students with disabilities | 0.5% | 1% | 1% |
| % English language learners | 0.5% | 0% | 0% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 95% | 96% | 96% |
| % of students who earned an industry-recognized credential (OSHA) | 98% of Intro to Law students | 95% of Intro to Law students | 97% of Intro to Law students |
| % of students who participated in work-based learning (intership) | 0% | 1% Law 2 students | 0% |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 88% | 88% | 88% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 6% | 6% | 6% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **We are a high school so this is n/a** |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

Source of the data ---enrollment records and records from Eisenhower High School counseling department.

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

Diverse student learners include students from racially, ethnically, culturally, and linguistically diverse families and communities of lower socioeconomic status. Eisenhower High School CTE educators act on the knowledge research offers to realize the educational excellence we desire for all students.

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

Each CTE high school course provides for Individual Educational Plans (IEP) and Plan 504 (learner assisted) strategies for students with para support in the class room for students with learning deficiencies or special needs.

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)  
     
   Eisenhower High School has developed videos to provide both parents and students information about the courses within our Law Enforcement CTE Track offered at the high school. The videos are available from the high school website. We have also developed an informational tri-fold pamphlet that outlines the courses content. A CTE fair is conducted at the middle school annually promoting the courses offered. Eisenhower High School hosted an open-school event for all parents to inform them of the CTE opportunities available in the Law Enforcement Career Track.

At the high school the law enforcement classes perform seat belt checks for incoming vehicles to

student parking lot, No Texting When Driving promotions, Drunk Driving Awareness clinics, and

Forensic Crime Science Family Science events

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 Eisenhower High School Law Enforcement CTE Careers is associated with SkillsUSA.

Criminal Justice and Crime Scene Investigations teams won the gold medal at the state level for SkillsUSA. One student with criminal justice and one team of 3 students for crime scene investigations team won the state gold medal and qualified for the national competition. At the 2017 national competition the criminal justice participant placed 25th and crime scene investigtions team placed 27th during our first year of competition June 2017.

**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)**

Both Criminal Justice and Forensic Crime Scene class students attend off-campus field trips to witness directly the jobs available in the law enforcement field and college visits directly associated with criminal justice and crime scene investigation programs. Criminal justice students have visited local prison/correctional facilities, county and city law enforcement offices and training centers, and trail court to witness the roles each play in the law enforcement fields. Forensic Crime Science students attended off-campus field trips to Emporia State University Forensic Crime Department and Wichita State University Technology 3-D simulation laboratory for crime scene simulations. Guest professionals provide direct skill training for all classes within the Law Enforcement CTE Career track through lectures, hands-on activities, and demonstration scenarios during actual class time at the high school.

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

Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. See attached Goddard Public Schools Improvement Plan.

Please also address the following:

* 1. **How were employers involved in the development and/or maintenance of your program of study?** ---the law enforcement career track has an advisory committee that meets twice annually representing the Goddard School District Police Department, Sedgwick County Sheriff’s department, Wichita Police department, Goddard Police department, Homeland Security, Kansas FBI and Kansas Law Enforcement Training Center, Kansas State Trooper, Exploited and Missing Children Unit.
  2. **How does this program of study meet the economic needs of your community?** The program provides high school students with the ability to “try on” a career in law enforcement before a heavy investment of personal funds in a college career path.
  3. **How does this program prepare students for postsecondary education?** (if applicable) Graduates from the program earn up to 10 hours of college credit at WATC when they are a completer in the Law Enforcement CTE course series. The Eisenhower High School Law Enforcement CTE career track students develop networks at the college level during their visitation of the various opportunities/programs available at their institution.
  4. **How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study?** (500 word limit)

High school instructors are responsible for the development of the curricula in partnership with WATC as adjunct instructors. The curricula was founded on specific competencies and standards as written by the Kansas State Department of Education CTE division.

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 | Requirement to enroll as a WATC student is a minimum B grade or higher within the course pathway. Once enrolled as a WATC student, they must pass each high school dual credit course with a 59.7% (D) grade or higher for high school and college credit |
| Career Cluster or Technical Standards | INTRODUCTION TO LPSS – 44001 (Required for Pathway approval) (.5 credit)   1. Use information to locate, comprehend, make inferences, and draw conclusions. 2. Demonstrate verbal, listening, and writing skills appropriately to communicate clearly. 3. Use problem-solving and critical thinking skills to respond to an emergency situation. 4. Understand respect for diversity and cultural differences. 5. Describe the types and functions of agencies related to LPSS. 6. Research and report on different types of occupations available in the fields of LPSS. 7. Describe standards, practices, policies, and procedures common to LPSS workplaces. 8. Examine real world situations to discuss ethics and the appropriate code of professional conduct. 9. Discuss the importance of a background check for employment in an LPSS occupation. 10. Explain the dynamics of integrity as it relates to LPSS. 11. Demonstrate knowledge and understanding of the individual protection granted by the US Constitution. 12. Explain how individuals, groups, and society are protected by constitutional laws and decisions of local, state and federal courts and the Supreme Court. 13. Identify the basic freedoms guaranteed by the Bill of Rights. 14. Determine how Courts interpret the law and explain the role of precedent in the legal system. 15. Define the difference between civil and criminal laws in a democratic system. 16. Explain the classifications of crime. 17. Manage the physical and social environment to reduce conflict and promote safety in various settings (i.e. family, work, cyberspace). 18. Differentiate types of cybercrime and electronic crime. 19. Discuss the validity of eye witness accounts. 20. List six types of hazardous materials. 21. Discuss the dangers of contact with hazardous materials. 22. Obtain the OSHA 10 hr. General Safety Certification.   **BUSINESS LAW – 12054 (.5 CREDIT) Required for Pre-Law Strand.**   1. Discuss the responsibility for obeying the law 2. Describe the role of ethics and values in personal and legal systems. 3. Compare various ethical systems, and discuss how they may conflict. 4. Discuss the Constitution and the Bill of Rights. 5. Discuss the structure of Federal, State, and Municipal legal systems. 6. Understand the various processes, procedures, and precedents of the various courts. 7. Recognize the differences between various levels of crime (i.e. felonies, misdemeanors, infractions). 8. Identify and recognize potential defense strategies (i.e. insanity, self-defense etc.). 9. Discuss and classify different types of tort claims. 10. Discuss the challenges faced and remedies of tort cases. 11. Demonstrate an understanding of the nature of contractual relationships, and a list of elements required in a valid contract. 12. Demonstrate an understanding of the variety of different types of contracts. 13. Explain a minor's right to avoid a contract and identify people who lack contractual capacity. 14. Discuss the several ways contracts may be invalidated or violated. 15. Recognize and discuss the various types of property cases (i.e. real, personal, and intellectual). 16. Demonstrate and understanding of the Uniform Consumer Code, various enforcement agencies (i.e., Federal Trade Commission) and consumer protection laws. 17. Identify legislation which regulates consumer credit (e.g., Fair Credit Reporting Act, Equal Credit Opportunity Act, etc). 18. Define common unfair practices (i.e. bait and switch, usury, identity theft, misrepresentation fly by night companies). 19. Discuss and define an agency's code of ethics involving relationships, duties, obligations, and liabilities. 20. Discuss and explain the nature of employer and employee relationships. 21. Demonstrate an understanding of discrimination both justified and unjustified. 22. Identify and discuss employment regulation (Child/youth labor, minimum wage, collective bargaining). 23. Demonstrate an understanding of marriage, dissolution of marriage, and parental custody issues. 24. Demonstrate an understanding of wills trusts, probate and estate planning. 25. Demonstrate an understanding of environmental regulation, energy regulation and pollution controls. 26. Demonstrate and understanding of the relationship between law and the use of pollution taxes and emissions credit trading. 27. Demonstrate an understanding of environmental documents, laws, rules etc. and analyze and interpret complex events. 28. Outline the legal procedures for forming and running a sole proprietorship and partnership. 29. Identify how the partnerships may be dissolved. 30. Distinguish and explain a limited partnership from a general partnership. 31. Explain the steps in forming a corporation. 32. Identify rights and responsibilities of board of directors, officers of a corporation and shareholders. 33. Explain the advantages and disadvantages of a corporation. 34. Distinguish and explain a limited liability corporation from a C corporation and S corporation. 35. Describe and discuss the various aspects of bankruptcy (i.e., Chapter 7, Chapter 11 and Chapter 13).   **PRACTICAL LAW – 44300 (.5 credit) Required for Pre-Law Strand.**  **Basics of the Law**   1. Describe the powers and limitations of the federal government as stated in the Constitution. 2. Identify the basic freedoms guaranteed by the Bill of Rights and describe several key Constitutional amendments beyond the Bill of Rights. 3. Compare and contrast the national constitution with state, territory, and province constitutions. 4. Determine how courts make law and explain the role of precedent in the legal system. 5. Compare the role of the juvenile court with the role of other courts within a state, territory, or province. 6. Distinguish between a tort and a crime. 7. Differentiate between and give examples of negligence and intentional torts. 8. Explain the concepts of the reasonable person test and proximate cause. 9. Explain absolute liability and describe circumstances under which it is imposed.   **Immigration Law**   1. Determine what immigration law is and what determines if a person is an alien or not. 2. Identify the different agencies that regulate immigration laws. 3. Discuss the process for removal of noncitizens. 4. Evaluate the labor and economic impacts surrounding immigration. 5. Evaluate national and border security issues surrounding immigration. 6. Understand and defend the rights and protections afforded to immigrants. 7. Compare and contrast issues surrounding legal and illegal immigration. 8. Identify the various visa types used in immigration.   **Criminal Law**   1. Describe the difference between a felony and a misdemeanor. 2. List the parties to a crime. 3. Explain the difference between the different crimes against the person. 4. Select and judge defenses to crimes.   **Torts**   1. List and compare the major classifications of tort law. 2. Compare and contrast between negligence and strict liability. 3. Identify remedies/defenses for torts.   **Family Law**   1. Identify and interpret major areas of family law. 2. Explain and evaluate government support for families. 3. Describe the kinds of rental relationships that landlords and tenants may create.   **Working With Lawyers**   1. Identify the different types of lawyers. 2. Identify the situations when lawyer services are needed. 3. Identify other sources of assistance (mediation, counselor, accountants, and insurance agent). 4. List the ways to find a lawyer. 5. Compare and contrast the different ways lawyers charge.   **Constitutional law**   1. Explain the Fourth, Fourteenth and Fifth Amendment. 2. Identify the ways for probable cause. 3. Identify the ways to search without a search warrant.   **LAW ENFORCEMENT I – 44200 (1 credit)**  **Introduction to Law and the Legal System**  1. Describe the relationship between laws and values.  2. Explain how human rights affect the writing of laws.  3. Define the difference between civil and criminal laws in a democratic system of government.  4. Illustrate the connection between the three branches of government and the separation of powers.  5. Explain the types of laws enacted at the local, state and federal levels.  6. Explain the requirements for jury duty in their state.  7. Evaluate whether the juror selection process in their state leads to impartial juries.  8. Define the terms *petit jury* and *grand jury*.  9. Illustrate the state and federal court systems.  10. Explain the attorney-client privilege.  **Criminal Law and Juvenile Justice**  1. Explain the two different classes of crimes  2. Explain crimes against property  3. Explain the effect of 9-11 and the Law and Terrorism  4. Explain the problems associated with measuring crime.  5. Distinguish between criminal justice and criminology.  6. Explain the sources of criminal law.  7. Distinguish between substantive and procedural law.  8. Compare and contrast the elements of a felony and a misdemeanor.  9. Determine the difference between *mala in se* and *mala prohibitum..*  10. Explain the legal defenses against criminal liability.  11. Identify the different sources of stress for police officers and what steps can be taken can be taken to reduce or manage the stress.  12. List strategies for reducing crime.  13. Identify factors that put young people at risk for gang involvement.  14. Explain how the *Brady Act* attempts tocontrol gun possession  15. Explain how substance abuse is linked to crime.  16. Identify the U.S. Supreme Court cases which govern search and seizure incident to a legal arrest.  17. Describe the importance of Terry vs. Ohio and subsequent cases.  18. Define the conditions that must occur for an arrest to occur.  19. Compare and contrast the roles of the prosecutor and the defense attorney in the criminal justice process.  20. Assess the elements of criminal law, including common law vs. statutory law, intent and remedies, "spirit of the law" vs. "letter of the law", and standard of proof.  21. Discuss civil law, including tort, breach of contract, and standard of proof.  22. Relate case law, including precedents and decisions to statutory law.  23. Research the consequences that may arise from citing a crime by the wrong code number.  24. Compile a list of the six escalating levels of response available to the police officer, beginning with officer presence and continuing through verbal commands, control restraint, chemical agents, temporary incapacitation, and deadly force.  25. Compare the right of police and other protective services officers to use deadly force with the right of an ordinary citizen to defend him or herself  26. Distinguish between infraction, moving violation, license, and registration.  27. Relate the types of physical training to follow after employment with a particular agency.  28. Role-play different aspects of police officers' duties to stress the importance of physical fitness for law enforcement or correctional officers.  29. Demonstrate use of handcuffs, weapons, map books, traffic templates, whistle.  30. Discuss factors for officer survival (positive attitude, anticipation of danger, plan of action, good physical condition, and maintenance of equipment).  **Individual Rights and Liberties**  1. Define an amendment to the US Constitution and give examples of the first 10 Amendments.  2. Explain the three (3) basic Constitutional Law Principles  a. The rights are not absolute  b. Citizens are protected from certain actions by the government  c. Enforcing one’s rights can be expensive and time consuming  3. Illustrate the importance of the First Amendment, *freedom of speech.*  4. Distinguish *time, place* and *manner* restrictions on the First Amendmen.t  5. Explain censorship and Freedom of the Press.  6. Cite examples when the government and the press disagree over First Amendment rights  7. Defend symbolic speech citing *Tinker v. Des Moines School District.*  8. Indicate the importance of the following concerning the First Amendment’s Freedom of Religion:  a. *establishment clause*  b. *free exercise clause*  9. Compare and contrast *procedural and substantive due process.*  10. Explain the Right to Privacy.  11. Explain how the 13th, 14th, 15th, 19th, and 24th Amendments attempt to make equality a reality for Americans  12. Explain rights and responsibilities in the workplace  13. Support the argument for or against the assistance of workers unions.  14. Explain when firing an employee can be considered illegal.  **Communications**  1. Use language, organization, and format appropriate to the subject matter, purpose, and audience.  2. Check, edit, and revise for correct information, appropriate emphasis, grammar, spelling, and punctuation.  3. Follow oral instructions:  a. Listen for an identify key words  b. Listen for words that identify a procedure  c. Listen for steps or actions to be performed  d. Listen for clues regarding the order of sequence in which a task is performed  4. Analyze a speaker’s point of view.  5. Write a persuasive paper for or against an issue.  6. Engage in a discussion or debate taking a stand on an issue.  7. Utilize Cornell Notes strategies to signify important information from class activities and lecture.  **Mathematics**  1. Estimate, apply, and solve problems involving fractions, decimals, percentages, and real numbers.  2. Construct and interpret tables, charts, maps, and/or graphs.  3. Apply measurement concepts of distance, direction, rate, time and acceleration  4. Explain and give examples of variable interest rates  **Computer Technology**  1. Identify and discuss how law enforcement and other criminal justice agencies are incorporating technological advances into their daily operations.  2. Access data from electronic bulletin boards, news groups, home pages, and other online resources.  3. Define, understand, and use common computer technology terminology.  4. Compose, organization, and format appropriate to the subject matter, purpose and audience.  5. Use presentation and multimedia software to design/create a variety of presentations.  6. Use the internet to explore for career opportunities within specified fields of study  **Career Development Skills**  1. Participate in Team tasks:  a. establish team goals  b. establish team standards  c. receive and give information  d. process information  e. plan for action  f. complete team tasks on time  2. Listening Skills  a. Listen for and identify key words  b. Listen for words that identify a procedure  c. Listen for steps of actions to be performed  d. Listen for clues regarding the order or sequence in which a task is performed  e. Distinguish fact, opinion, and inferences in oral communication  f. Restate or paraphrase a conversation to confirm what is said  3. Time Management  a. Sets priorities or the order in which several tasks will be accomplished  b. Utilize time management strategies to reduce work and family conflicts  c. Demonstrate stress management skills  d. Identify influences on use of time Portfolio Development 1. Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experiences in a career field.  2. Note behaviors and traits that lead to an individual’s positive or negative image  3. Complete and self-assess a job application for a selected position.  4. Prepare for; demonstrate proper attire, and role play in a mock job interview .  5. Select given assignments to place into a student’s Law Portfolio  6. Self-assess information covered in Law I course and give opinions on how the Law I course can be improved  **LAW ENFORCEMENT II – 44201 (1 credit)**  **The Nature of Crime, Law and Criminal Justice**  1. Analyze crimes from the Old West to modern day crimes of the 21st century.  2. Discuss the diverse careers available in criminal justice.  3. Compare and contrast the different perspective of crime control and the pros and cons of each perspective.  4. Formulate an opinion on which perspective on crime control would work best.  5. Indicate the various index crimes.  6. Differentiate between Part I Crimes (murder, non-negligent manslaughter, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft, and arson) and Part II Crimes (less serious misdemeanors).  7. Indicate how crime is collected for the UCR (Uniform Crime Report).  8. Indicate the differences between the UCR, NIBRS (National Incident Based Reporting System) and the NCVS (National Crime Victimization Survey).  9. Identify and analyze current crime trends and how they affect law enforcement’s approach to various police issues.  10. Indicate the difference between *expressive* (emotions) and *instrumental* crimes (to survive).  11. Substantiate between masculinity and chivalry hypothesis.  12. Present an opinion on social class and crime  13. Identify the contemporary forms of terrorism.  14. Indicate the differences between white collar crime and organized crime.  15. Define *deterrence* and indicate how it applies to differing theories of criminal justice.  16. Classify the different forms of deterrence.  17. Defend a position on which form of deterrence is the most efficient.  18. Indicate and discuss the difference between sociological, psychological, and biological theories on why people commit crime.  19. Indicate how social structure could lead to crime (poverty, middle class, wealthy).  20. Give an opinion on how poverty and its relationship to crime rate, crime tendencies, etc.  21. Explain the life course theory and how relationships and experiences guide behavior.  22. Determine the difference between substantive and procedural law.  23. Define *stare decisis* and indicate how the use of precedence influences common law.  24. Define *mala in se.*  25. Determine the major differences between criminal law and civil law.  26. Indicate the three (3) major sources of criminal law.  27. Explain why the Constitution would forbid an *ex post facto* law.  28. Explain the relationship between *actus reus* and *mens rea.*  29. Define: *strict liability, public safety, Justification, penumbral crimes, obituary,* and *stalking.*  30. Explain the differences between the various insanity defense standards: *M’Naghten, Irresistible Impulse, Durham, Substantial Capacity*, and *Present Federal Law.*  31. Discuss the impact of *Miranda v. Arizona* on our nation’s laws.  32. Indicate the significance of the 4th, 5th, 6th, 8th and 14th Amendments.  33. Define *Due Process* and its many effects on criminal justice.  **The Police and Law Enforcement**  1. Indicate the development of law enforcement originates from England.  2. Describe the relationship the following terms*: tithing, hue and cry, hundred, constable, shire reeve, watch system,* and *justice of the peace.*  3. Indicate the average starting salary of a police officer, corporal, sergeant, lieutenant, captain, etc.  4. Indicate the importance of the *Metropolitan Police Act of 1829.*  5. Evaluate the importance of Sir Robert Peel and his works within the development of criminal justice.  6. Distinguish the difference between a sheriff and a vigilante.  7. Identify and sequence significant, historic events that have shaped America’s criminal justice system.  8. Indicate the importance of social trends and police reforms brought about in the 20th century.  9. Identify and articulate the most notable achievements of contemporary American police.  10. Describe and defend your opinion on community policing.  11. Identify the roles and the functions of the FBI.  12. Indicate the different divisions of the FBI:  a. Criminal Justice Information Services Division CJIS  b. Crime Laboratory  c. Child Abduction and Serial Killer Unit  d. Combined DNA Index System CODIS  e. Uniform Crime Report  f. NCIC – National Crime Information Center  13. Indicate the justification and function the Department of Homeland Security.  14. Explain how the use of technology has aided law enforcement officials in the realm of criminal justice and predict how incorporation. of technology will assist them in the future.  15. Indicate the function of a patrol and how their activities help deter crime.  16. Describe the following terms: *beat, order maintenance, proactive policing, sting operation, vice-squad, broken windows model, community oriented policing, foot patrol,* and *internal affairs.*  17. Identify the different positions within the police organization and indicate their specific duties:  a. Vice  b. Detectives  c. Patrol  d. Community Policing  e. Traffic  f. Prevention  g. Juveniles  18. Explain the time and rank system and identify the steps a police officer should take to advance.  19. Defend why proactive policing would be an effective way to deter crime.  20. Defend an opinion on community policing.  21. Indicate how public perception can skew the view of police and their interaction with the public.  22. Explain the notion of the blue curtain and how it affects the public’s perception of law enforcement officials.  23. Differentiate the four basic styles of policing (the crime fighter, the social agent, the law enforcer, and the watchman).  24. Describe the importance of discretion and the ways it can be used in carrying out normal police operations within law enforcement.  25. Describe how different factors influence a police officer’s discretion: legal factors, victim factors, environmental factors, peer factors.  26. Discuss some of the problems associated with policing, including: stress, police brutality, and other current topics affecting police officers.  27. Discuss the importance and application of the Law Enforcement Code of Ethics to the field of law enforcement and the criminal justice process.  28. List and describe differing factors related to police shootings.  29. Recognize the concept of legal control over police activity.  30. Defend an opinion on *Miranda v. Arizona* and its effect on law enforcement policy.  31. Explain the elements of a search warrant and the steps taken to obtain one.  32. Explain the concept of stop and frisk.  33. Explain the use of discretion on the threshold inquiry.  34. Describe the concept of search incident to a lawful arrest.  35. Defend an opinion on warrantless searches.  36. Explain the terms: booking, line up, and good faith exception.  37. Determine the impact of the exclusionary rule and give an opinion on its benefits or challenges. Maintaining Custody of Prisoners 1. Outline the procedures for safe transport of prisoners.  2. Show how prisoners should be secured in a vehicle.  3. Determine the information that should be given to dispatch/communications.  4. Notice and make specific adjustments for prisoners of both genders and persons with injuries.  5. Justify the use of handcuffs, disposable cuffs, waist belts, and locking leg irons.  6. Determine and defend reasons for the use of pat down search.  7. Indicate methods used to prevent injury of a person in custody .  8. Demonstrate the ability to use proper fingerprinting techniques.  9. Defend the reasoning for legally requiring certain records during the booking of a prisoner.  10. Discuss recent developments related to the rights of pretrial detainees.  11. Discuss the rights of a prisoner in regards to religious practice and beliefs. 12. Understand the reasoning for and determine the minimum standards for sanitation within a correctional setting. 13. Determine the standards for nutrition inside a correctional setting.  14. Indicate the need for phone correspondence, visitation, mail, and legal aid within a correctional facility. Search and Seizure 1. Determine the differences between evidence, material evidence, and chain of evidence.  2. Explain the importance of maintaining the chain of evidence from the point if seizure through trial.  3. Demonstrate proper collection, tagging, and transportation of evidence.  4. Identify and verify reasons evidence can be excluded in trial.  5. Relate hearsay to admissibility in trial.  6. Compare search and seizure laws inside a correctional facility to those outside of a correctional facility.  **FORENSIC SCIENCE COMPREHENSIVE - 44225(1 credit)**   1. Introduction 2. Discuss careers available in the field of forensic science and training required for each 3. Distinguish individual evidence from class evidence and discuss its relevance in a court of law 4. Justify use of observation skills and debate validity of eyewitness accounts of events 5. Practice HazMat and Bloodborne Pathogen safety 6. Crime Scene Investigation 7. Differentiate procedures for securing & documenting a crime scene 8. Perform evidence collection and storage 9. Trace Evidence 10. Develop, analyze and classify fingerprints 11. Identify & compare various types of shoe, tire, palm, lip, and bite prints 12. Analyze, identify, and compare various hair samples 13. Compare various types of fibers through physical and chemical analysis 14. Drugs & Toxicology 15. Perform tests to identify various drugs and/or poisons 16. Research and examine how various drugs &/or poisons affect and/or move through the human body 17. Soil & Glass Analysis 18. Deduce, compare & contrast characteristics of various types of sand and soil 19. Use refractive index and density to determine differences in small particles of glass 20. Serology 21. Distinguish between human and animal blood 22. Accurately type blood 23. Explore bloodstain patterns as a function of velocity, direction and height of fall 24. DNA Analysis 25. Describe crime scene evidence collection and processing to obtain DNA 26. Isolate and extract DNA from cells 27. Justify use of DNA to determine family connections 28. Examine use of DNA in the legal process 29. Forensic Entomology 30. Outline the succession of various types of insects found on a body as it decomposes 31. Deduce time of death using insect evidence 32. Human Remains 33. Use a human skeleton to determine gender, age range, height and race 34. Predict time of death using rigor mortis, algor mortis, livor mortis, and stages of decomposition 35. Distinguish between cause, manner, and mechanisms of death 36. Handwriting/Document Analysis 37. Characterize facets of individual handwriting 38. Distinguish between different handwriting styles 39. Conduct an experiment using paper chromatography to determine the ink used 40. Describe features of paper currency used to detect counterfeit bills 41. Ballistics & Tool Marks 42. Distinguish between types of firearms and ammunition 43. Use bullet trajectory to determine position of shooter 44. Design and conduct scientific investigations to match tool marks in a criminal investigation 45. Distinguish between impressions with microscopic examinations |
| Employability Standards | As set forth by each employment office |
| Other |  |

# **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** | Geometry |  | Biology |  | OSHA 10hr general certification |  |
| **10** | Geometry |  | Biology |  | OSHA 10hr general certification | Intro to Law  Law 1  Forensic Crime Science |
| **11** |  |  |  |  | OSHA 10hr general certification | Law 1  Law 2  Forensic Crime Science |
| **12** |  |  |  |  | OSHA 10hr general certification | Law 1  Law 2  Forensic Crime Science |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

The Eisenhower High School Forensic Science course is a two semester, 1 hr high school credit course open to all students who have successfully completed biology and geometry. The course completes the Application tier of the required courses for the Law Enforcement, Public Safety, Corrections and Security career track. Forensic science draws upon a variety of scientific principles, including biology, physics and chemistry. The field of forensic science covers: Document examination; DNA analysis; Electronic/digital media; Fingerprinting; Autopsy techniques; Forensic engineering; Linguistics; Forensic anthropology; Pathology; Economics; Accounting; Biology; Entomology; Toxicology and much more.

The Eisenhower High School Criminal Justice courses include Intro to Law, Law 1, and Law 2. The Intro to Law is one semester, 0.5 hr credit with Law 1 and Law 2 a two semester, 1 hr high school credit course open to all students. These courses complete the knowledge and skills tiers of the required courses for the Law Enforcement, Public Safety, Corrections and Security career track. The Criminal Justice courses draws upon communications, English (written skills), Algebra 1 and Geometry, psychology, and sociology.

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 transcript credit articulation agreements. (250 word limit)

Dual credit is provided for Law 1—3 hours, Law 2—3 hours and Forensic Crime Science—3 hours high school courses from Wichita Area Technical College.

Articulation Agreement

Between

Wichita Area Technical College (WATC) and

USD 265 Goddard Public Schools

# PURPOSE

This Agreement, by and between USD 265 Goddard Public Schools and Wichita Area Technical Colleae

(WATC) is made to provide students enrolling in Police Science (I-PSS Pathway) the option to earn a Technical Certificate or Associate of Applied Science, etc. through WATC It is the intent of this cooperative effort to provide the student with a non•dupticative program of study. The benefit of this agreement is to provide a smooth transition for secondary students who wish to continue their education after graduation in a post-secondary transfer or Career & Technical Education program.

## DURATION OF THE AGREEMENT

Parties agree to evaluate this program in the context of student benefits, program efficiency, and effectiveness. This transfer agreement shall commence August 2017 and continue on a bi-yearly basis. This agreement is subject to change or cancellation by the Legislature at any time in accordance with Article 6 Section 5 of the Kansas Constitution.

## TERMS OF THE AGREEMENT

Now, therefore, it is agreed by and between the parties as follows:

1 . The credit earned in the I-PSS Pathway may be granted through the WATC joint agreement. The awarding of such credit is contingent upon the joint cooperation of the specific program by the two institutions.

1. USD 265 will provide the courses listed under the secondary courses portion of the Articulated Coursework section.
2. WATC will provide the courses under post-secondary portion of the Articulated Coursework section.
3. Any courses articulated for Advanced Placement Credit are outlined in the section titled, Articulated Coursework.
4. Both parties may advertise and will jointly advise the students that this option is available to them.
5. This agreement may be revised/modified by mutual agreement as needed, or in the event of cancellation, discontinuance or disapproval of any course or program by the Kansas State Department of Education or the Kansas Board of Regents.

## ADVANCED PLACEMENT GUIDELINES

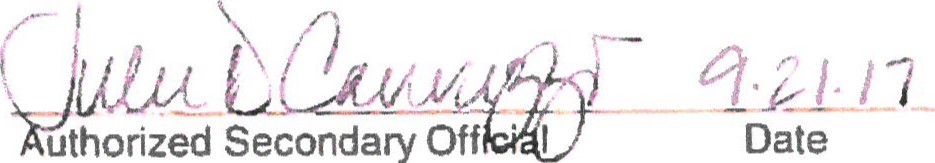
1 . According to WATC policy 5-27 Credit for Prior Learning, credit will be posted on the WATC transcript as Advanced Placement Credit with a grade of on the WATC official transcript.

1. The WATC course name will appear on the WATC official transcript.
2. Credit it will only be awarded if the secondary student earns a final grade of "C" or better.
3. Credit will be posted after 15 additional hours of WATC credit hours have been successfully completed.
4. No fee will be assessed for the credit.
5. Credits may not apply toward the WATC residency requirement.
6. A maximum of 12 credit hours will be accepted for Advanced Placement Credit,

# ARTICULATED COURSEWORK

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Secondary Course Number | Secondary Course Name |  | Post-secondary Course Number | Post-secondary Course Name | Credit Hours |
|  | Intro to I-PSS | CRJ 101 | Introduction to Criminal Justice | 3 |
|  | Law Enforcement I | CRJ 125 | Law Enforcement Operations & Procedure | 3 |
| 44201 | Law Enforcement Il | CRJ 130 | Criminal Procedures | 3 |
| 44224 | Forensic Science Com rehensive | CRJ 105 | Cnminar Investigation | 3 |

In witness whereof, the parties accept and approve this agreement.



Assistant Superintendent, Academic: Affairs Title/Position

USD 265 Goddard Public Schools Name of Institution

201 S Main Goddard KS 67052



Date

August 21, 2017

Title/Position

Wichita Area Technical College

Name of Institution

4004 N Webb Rd Ste 100, Wichita, KS 67220

Address

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?** |
| Wichita Area Technical College | Provide advisory role to the project, serves on the Law Enforcement Advisory committee, assists with curricula development and skills assessment | 5 years |
| Goddard Police Department  Goddard Scho0l District Police Department | Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula  Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula | 5 years  5 years |
| Homeland Security | Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula | 5 years |
| Kansas Law Enforcement Training Center  Exploited and Missing Children Unit  Kansas State Troopers | Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula  Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula  Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula | 5 years  5 years  5 years |

# **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)

Criminal Justice provides a curriculum that encourages students to seek a career in law enforcement. Our Law Enforcement CTE Career Advisory Committee informs the school district of the great need for additional career field individuals. We hear from both law enforcement fields and the industry that curricula of this type is needed to expand the scope of career minded high school students.

Forensic Crime Science is a field of science dedicated to the methodical gathering and analysis of evidence to establish facts that can be presented in a legal proceeding. Though crime scenes and laboratories are perhaps, most often associated with forensics, there is also computer or network forensics, forensic accounting, forensic engineering and forensic psychiatry, among other specialized fields that are today an integral part of forensics.

Forensic science is the practical application of science to matters of the law. In criminal law, forensics science can help prove the guilt or innocence of the defendant. In civil actions, forensics can help resolve a broad spectrum of legal issues through the identification, analysis and evaluation of physical evidence.

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

No—this is optional In the state of Kansas it is difficult to meet both the safety and regulatory requirements for work-based learning, internships, etc. for youth under the age of 18. However we continue to work at strategies that will permit this type of an experience within the state regulations.

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

n/a

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** |
| OSHA 10 hour general certification | OSHA 10 hour general certification |
| Health and Emergency Services | Health and Emergency Services |
| First Aid/CPR certification | First Aid/CPR certification |

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)

Teachers meet with advisory committee made up of law enforcement personnel twice a year to review the advancements in the workplace and to develop enhancements to the high school curricula to ensure up-to-date industry work requirements.

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?** |
| Goddard Police Department | Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula | 5 years |
| Wichita Police Department | Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula | 5 years |
| Sedgwick County Police Department | Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula | 5 years |
| Kansas Highway Patrol | Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula | 5 years |
| Kansas Law Enforcement Training Center  Goddard Schools Police Department | Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula  Serve on the Law Enforcement Advisory committee, provide job related expertise for development of the curricula | 5 years  5 years |

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

Our program has been used as a model of successful Law Enforcement CTE programs. Forensic Crime Science curricula, presentations, lesson plans have been used by other school districts across the nation (Utah, Maine, Texas, Arkansas, California) and Denise Scribner, instructor, has presented the curriculum at state-wide meetings.

Eisenhower High School Crime Scene Investigation team won the Gold Medal at the Kansas State SkillsUSA crime scene investigation 2017 competition.

Eisenhower High School Criminal Justice participant won the Gold Medal at the Kansas SkillsUSA state level 2017 criminal justice competition.

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?** |
| El Dorado Correctional Facility, Hutchinson Correctional Facility, Winfield Correctional Facility, State of Kansas Women’s Correctional Facility, Kansas JV Correctional Facility, Harvey/Cowley/Sedgwick Jails | Provided opportunities to visit correctional facilities to view the types of career fields available | 2012-2017 (5 years) |
| Wichita State University technology unit | Provided opportunities to visit the 3-D crime scene simulation lab known as the cave | 1st year in 2017 |
| Kansas Bureau of Investigation Labs Topeka KS  Sedgwick County Courts for adults and juveniles  911 Dispatch and Emergency Disaster Services | Provided tours of their facility and career opportunities  Witnessed trails, talk to judges and attorneys and other court personnel  Explore occupations and tour facilities | 2014-2017  5 years  5 years |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* 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).