# **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:
2. Point of Contact
 Name: Gina Riggs

Email Address: griggs@ktc.edu

Phone Number: 918-647-2108
Address: P.O. Box 825, 1509 S. McKenna, Poteau OK 74953

1. Applicant’s School/College: Kiamichi Technology Center
2. State: Oklahoma
3. Type of institution (click the box to check)

 [x]  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

 [x]  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 KTC Paramedic program which began in 1987, prepares Emergency Medical Technicians (EMTs) to be paramedics at the postsecondary level. This program is accredited by Committee on Accreditation of Emergency Medical Service Professionals. (CoAEMSP) and the Committee on Accreditation of Allied Health Education Programs (CAAHEP), the U.S. Department of Education, and the Oklahoma Department of Career and Technology Education (ODCTE) for DL. The paramedic program is broadcast to 8-12 educational institutions such as technology centers, colleges, and EMS entities.

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

 [x]  Suburban

 [x]  Rural

 [ ]  Other
During the 1970’s the state of Oklahoma mandated that funeral homes cease picking up accident victims and required ambulances to be staffed with EMTs to care for sick and injured victims. This was the impetus for KTC to start a short-term EMS program taught by an R.N. on a trial basis. The program instructor traveled to multiple KTC campuses, transporting equipment in his pickup truck, many times sleeping in it. Because this was an emerging occupation it was difficult to recruit students because of their concern about long term employment in a very young profession.

KTC serves secondary and post-secondary students from 90 comprehensive schools in an 11,200 square mile district in 13 counties. KTC offers multiple plans of studies for career pathways and all studies are approved by the Oklahoma Department of Career and Technology Education (ODCTE). KTC has ten campuses and one district office. The KTC district is composed of many rural and suburban communities. Since 2010 seven KTC counties have experience a population decline. There are few industries in the KTC district; thus, there are limited employment opportunities. Health care and tourism are the largest industries in the KTC district. The district has approximately 250,000 citizens. The southeastern corner of Oklahoma, which is served by KTC, is the most economically disadvantaged region in the state. Only 81.5% of the district’s population have obtained a high school diploma and ten percent have a bachelor’s degree; Southeastern Oklahoma lags behind the state averages in attainment of Bachelor’s degrees, graduation degrees or higher. Southeastern Oklahoma has a higher attainment of Associate’s degrees than the state average. Only seven percent of the citizens have a graduate degree higher than a bachelors. The average salary in southeastern Oklahoma is $11,310.00 below the rest of the state which averages only $37,850.00

The Emergency Medical Services (EMS) program has been teaching Emergency Medical Technicians (EMTs) for the last 40 years and the paramedics for the last 30 years. It was the first in the nation reviewed and approved paramedic program for national accreditation with CoAEMSP and CAAHEP which is taught by **distance learning (DL)** education. In 2015 during the second on-site accreditation visit KTC received zero violations, which is almost unheard of.

**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 National Registry of EMTs (national licensing agency) requires a minimum age of 18 to take the national certification test, therefore the KTC EMS program serves **only post-secondary** students.

**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**  | Serve only post- secondary students |  |  |
| % male students  | % | % | % |
| % female students  | % | % | % |
| % minority students | % | % | % |
| % low-income students  | % | % | % |
| % students with disabilities  | % | % | % |
| % English language learners | % | % | % |
| Other relevant *demographic* data  |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.)  | % | % | % |
| % of students who earned an industry-recognized credential  | % | % | % |
| % of students who participated in work-based learning | % | % | % |
| % of seniors who graduated high school (who were eligible/seniors)  | % | % | % |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors)  | % | % | % |
| % of graduates who entered the workplace and/or military (who were eligible/seniors)  | % | % | % |
| **POSTSECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  | 25 | 43 | 54 |
| % male students  | 80% | 60% | 65% |
| % female students  | 20% | 40% | 35% |
| % minority students | 12% | 16% | 9% |
| % low-income students  | 100% | 97% | 83% |
| % students with disabilities  | 12% | 9% | 5% |
| % English language learners | 0% | 0% | 0% |
| Other relevant *demographic* data  |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible)  | 72% | 64% | 55% |
| % of students who earned an industry-recognized credential (who were eligible)  | 72% | 62% | 50% |
| % of graduates who entered the workplace and/or military (who were eligible)  | 98% | 100% | 100% |
| % of graduates who transitioned to further postsecondary education (who were eligible) | 12% | 10% | 18% |

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

This information is required by our national accreditation annual report which is posted on our web site under health and EMS tabs at: <https://www.ktc.edu/Portals/0/Documents/EMT/EMS%202017%20CoAEMSP%20Annual%20Report.pdf?ver=2017-10-04-113335-527>

The KTC web site is: [www.ktc.edu](http://www.ktc.edu)

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

KTC ensures equitable access to student services and training programs by providing all students access to all the same services. The KTC counselor or instructor can refer students to community- based resources not available at the school. KTC provides all students written communications about programs and services upon enrollment. All paramedic students participate in interest and KeyTrain testing. The assessment results can be used to help students choose a career pathway. To begin the assessment process the student provides KTC basic contact information. KTC does not collect information about race, color, religion, sex, national origin, age, genetic information, final disability, or veteran’s status until after the student has been enrolled in the program. This information is collected only for compliancy agencies.

1. **If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)**KTC broadcasts the paramedic program to multiple sites using “interactive” (DL). To enhance learning for paramedic students, especially in the DL sites, we use a variety of teaching techniques such as virtual learning, health care high-fidelity simulation labs, computer-based (digital) learning, work-based learning, project-based learning, peer-to-peer learning, one-on-one skill instruction, CareerTech student organization (CTSO) leadership and competitive events activities, etc. To ensure each student from the DL sites are receiving the same quality of instruction as the (originating) broadcasting site, the program requires each student to travel to the hub for final cognitive and psychomotor skills testing, special technical courses (i.e.: pediatric advanced life support and 12-lead ECG), remediation/tutoring and comprehensive program review for national board testing. Students are also required to attend an exit interview with our Medical Director prior to successfully completing the program.

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)**The quality and reputation of the paramedic program sells itself by word of mouth. There is no need for formal promotional or recruitment activities. Every year this program is offered at 8-12 DL sites that have requested this program to meet the needs of their communities. In recent years the KTC paramedic program has received request to broadcast out of state; however, due to the fact that a portion of this program is funded by state taxpayers’ dollars, KTC was unable to broadcast across state lines. Word of mouth recruitment has seen an increase in the number of students from Arkansas and Texas, enroll in our program. Within the EMS profession the quality of this program is legendary across Oklahoma and the nation.
2. **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 paramedic program participates in HOSA. Each year the paramedic chapter participates in local, state and national conferences, community-based projects, charities and competitive events. The paramedic students have won national competitions in the following types of events: EMT, extemporaneous speaking, medical innovations, prepared speaking, public health, healthy lifestyles, and HOSA bowl.

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)**

All the EMS staff are licensed paramedics with extensive job experience (exceeds 120 years) and extensive professional networking in EMS. The advisory committee and instructors serve as mentors for the students throughout the program. Instructors’ work experience enables them to incorporate real-life scenario training which enhances the relevancy for the “real world” and keeps the students engaged and motivated in the learning experience. Every class is exposed to guest speakers who are recruiters from large and small ambulance services from Oklahoma and neighboring states.

The paramedic advisory committee is conducting a pilot project “EMS Mentoring” where the committee members and volunteers from their EMS agencies adopt and mentor a paramedic student.

Each paramedic student has a customized individual academic career plan. Student progress is recorded in the student accounting system and the learning management systems. Satisfactory academic progress is routinely reviewed with the teacher and the student to ensure adequate cognitive, psychomotor and affective performance. Each student’s portfolio is designed to highlight student’s strengths, career readiness, academic accomplishments, work-based learning and capstone experiences.

Job openings are sent to the KTC EMS staff by ambulance services through job announcements. The announcements are posted in the classroom and on the learning management system.

# **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?**

KTC’s EMS program has an outstanding advisory committee with industry representatives. The members consist of EMS agency employers and supervisors, hospital administrators and nurses, fire departments, law enforcement, program graduates, students, a government official and a public member. The committee reviews all of the curriculum, minimum competencies and patient contacts, clinical rotations, capstone requirements and quality assurance of the program. The program Medical Director oversees all aspects of the program and chairs the advisory committee. The advisory committee has two currently enrolled students and one student serves as the class president. The students and graduates give the school valuable feedback and recommend opportunities for improvement. Many of the employers and supervisors on the committee are KTC graduates who are recognized as leaders within the profession.

The KTC paramedic programs first Medical Director served for 14 years before his son replaced him. The second (present) Medical Director began in 1999. The legacy of these medical directors is 32 years of combined experience, which exemplifies the degree of dedication and commitment for quality oversight and the passion they have for this program.

* 1. **How does this program of study meet the economic needs of your community?**

The annual economic impact of the paramedic program for the last five years (129 students) is $6,137,046.00 (see A3-4). Paramedic graduates earn a higher salary than the average salary earned in southeastern Oklahoma. Paramedic graduates’ financial resources allow their families to be self-sustaining without public assistance. Throughout the state of Oklahoma the paramedic program has made it possible for many EMS agencies to acquire advanced life support personnel, make a profit and continue to improve the quality of life in the communities they serve.

KTC is able to provide the necessary training to very small communities with only one or two students due to the fact that it is taught by DL. These students do not have to commute to the big urban schools/colleges for training—spending time away from their jobs and families. Students can attend classes in their communities saving many hours of travel and reducing the financial burden.

* 1. **How does this program prepare students for postsecondary education? (if applicable)**

The KTC paramedic graduates can participate in prior learning assessment credit with Oklahoma State University-Oklahoma City (OSU-OKC). Once a student graduates from the paramedic program, s/he can receive 49 college credits at a cost of $8 per credit hour from OSU-OKC toward his or her associate’s degree in EMS. Many paramedic students have earned college credit for his/her paramedic license from other higher learning institutions. A paramedic graduate can attend a college registered nurse (RN) program through the Paramedic-to-RN bridge programs, or receive credit to enroll in physician assistant programs. Graduates who wish to begin a teaching career in EMS may receive 25 hours of credit for the paramedic license from two colleges in Oklahoma.

* 1. **How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)**

Since KTC was one of the first EMT training programs in Oklahoma, there is a rich history behind its development. In the 1970s through the efforts of the Oklahoma Department of Transportation, Oklahoma Department of Health (OSDH-EMS), Oklahoma State University Fire Service Management Training Center and ODCTE, EMT training was launched to meet the needs of an emerging occupation. A committee was formed with the assistance of the above entities. The committee met with the American Academy of Orthopedic Surgeons’ about planning curriculum and guidelines for the EMT program.

The KTC EMS program began forty years ago teaching Emergency Medical Technician (EMT). The program was presented by a registered nurse to the administration of KTC as a short-term program on a trial basis. It is now a full-time program. Since the district was so rural, he provided training to many communities that did not have access to this training and had been receiving emergency care from volunteers with little or no training. This program director was instrumental in bringing much needed care to thousands of patients in southeastern Oklahoma. The program has grown to become a state and nationally recognized icon in EMS.

The paramedic advisory committee reviews the goals, objectives and curriculum annually to ensure the program meets accreditation and national standards and the needs of employers.

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 | * National Registry of EMTs certifications guidelines and competencies
* National Standards for Paramedic Training from the NHTSA guidelines
* Oklahoma State Department of Health, EMS Division rules and regulations
* Committee of Accreditations of EMS Professionals (CoAEMSP)
* Committee of Accreditations of Allied Health Education Programs (CAAHEP)
* Literacy skills

The program meets and exceeds all the standards of the above entities |
| Career Cluster or Technical Standards | All national standards guidelines for EMS education |
| Employability Standards  | * National accreditation affective behavior grading policies
* Work ethics guidelines
* *Character First*
* Portfolio
* CTSO leadership activities
* Job seeking skills
 |
| Clinical Rotation | * Affective grading completed on all students throughout the entire program by professional health care preceptors
 |

# **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.**

KTC belongs to the Tech Centers That Work network. All KTC instructors use strategies consistent with the ten key practices identified by the Southern Regional Education Board to increase the rigor and relevance of instruction to prepare all student for college and careers.

See attached Paramedic plan of study (A6).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade/Year | Math | Science | Other Required Courses/Other Electives/Learner Activities  | CTE Courses and/or Degree Major Courses |
| **9** |  |  |  |  |
| **10** |  |  |  |  |
| **11** |  |  |  |  |
| **12** |  |  |  |  |
| **13** | Medical Math | EMS Anatomy and Physiology |  |  |
| **14** |  |  |  | A.D. degree in EMS |

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

All KTC instructors use the Tech Centers That Work ten key practices. The curriculum includes literacy, skill development activities, related math applications (medical math), research projects/reports, public speaking presentations and employability skills development. During clinical rotations, students are exposed to training related activities that require the use of academics such as: therapeutic communication skills, speaking skills, pharmacology math calculations, written patient care reporting, etc. See Tech Centers That Work ten key practices. (A7)

**20**. **List the opportunities for students to earn articulate and/or transcript dual enrollment credit across K-12 and postsecondary, such as AP/IB, dual and concurrent enrollment, capstone experiences and/or transcripted credit articulation agreements. (250 word limit)**

The KTC paramedic graduates can participate in prior learning assessment credit with Oklahoma State University-Oklahoma City (OSU-OKC). Once a student graduates from the paramedic program, s/he can receive 49 college credits at a cost of $8 per credit hour from OSU-OKC toward his or her associate’s degree in EMS. Many paramedic students have earned college credit for his/her paramedic license from other higher learning institutions. A paramedic graduate can go to a college registered nurse (RN) program through the Paramedic-to-RN bridge programs, or receive credit to enroll in physician assistant programs. Graduates who wish to begin a teaching career in EMS may receive 25 hours of credit for the paramedic license from two colleges in Oklahoma.

**21.** **Please provide information on at least three partnerships with *education institutions and groups* your program of study has, and describe how these partnerships have been built, maintained and sustained over time. Use this space to specifically address the secondary and postsecondary partners that contribute to and maintain this program of study.**

|  |  |  |
| --- | --- | --- |
| **Education Partnership Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Choctaw Nation of Oklahoma (CNO) | * CNO hires our students to work in the emergency department and for their specialty transport ambulance service during critical care patient transports.
* CNO serves as (multiple) clinical rotation site for our students. CNO has a major hospital for student(s) rotations in lab, surgery, labor and deliver, pediatric clinics, emergency departments, etc. CNO has 7 rural clinics which allow students from the rural DL sites to conduct clinical rotations in their communities.
* CNO staff serves as advisory committee members and gives much needed feedback on our program—especially in the areas of hospital clinical rotations and competencies.
 | This partnership was developed over 35 years ago as a clinical facility for KTC nursing and EMS students to obtain their required patient contacts/competencies. The program has grown due to diligent work by the program director to help CNO establish an emergency cardiovascular care training center to assist with training their staff in basic life support, advanced cardiac life support, pediatric advanced life support, advanced medical life support and trauma life support programs in-house. In fact, the program has created a Disaster Response and EMS Training Simulation (DRETS) trailer which was used as a mobile emergency department for a few months after flooding occurred to the CNO facility. CNO purchased and donated the truck to pull the trailer. (see article A8)  |
| Oklahoma Department of Career and Technology Education (ODCTE) | Many programs would not think our state agency would be a partner but in this case it is. The program director has worked closely with ODCTE on many issues and/or projects. Some of those are:* The Disaster Response and EMS Training Simulator (DRETS) trailer. This project was started in 2008 between the EMS program director, an ODCTE health specialist and the ODCTE State Director. This 48-foot simulation trailer began as a dream of creating an EMS ambulance simulator mobile unit to train paramedics in the DL sites. Once the team began working on the project it grew to not only provide a mobile high fidelity simulation health lab to Oklahoma communities, but it became a disaster response unit for all of Oklahoma. This mobile unit was designed and built from scratch using grant funds. ODCTE provided training and industry programs (TIPS) monies to help purchase equipment for the DRETS. (See DRETS pictures)
* In 2015 ODCTE created an accreditation process for DL programs and used KTC EMS as the example of what it should look like. Once the rubrics and site visit were conducted, the ODCTE presented the results to the U.S. Department of Education for approval. Now the KTC Paramedic Program is a recognized DL accreditation site.
* In 2008 the testing division of the ODCTE and KTC Paramedic program director wanted to help improve the training quality of EMTs and the pass rate of those students in Oklahoma on the national registry certification exam, which were dismal. A committee was formed and resulted in EMS instructors from around the state meeting to write and edit thousands of EMT and advanced level questions for end-of-course competency testing for Oklahoma EMS training programs. The results not only helped improve the quality of training, but resulted in a state certification exam for emergency medical responders (EMR).
 | Staff overseeing EMS training at the State Department assisted the program (over forty years ago) in establishing its program to teach EMTs. They assisted with coordinating the training approval process with the state health department, and provided much needed grant monies to purchase the training equipment. Throughout the years ODCTE has been instrumental in keeping the EMS programs within the CareerTech system in Oklahoma—providing easy access and cost effective training to many communities. In 2005 the paramedic program applied for national accreditation through CoAEMSP/CAAHEP and the state CareerTech director attended the site visit and spoke with the site visitors about his (and ODCTE’s) support for this program. The site visitors were impressed that a State Department of Education individual had driven hours to visit with them about a program--as this rarely happens.This synergistic relationship continues to this day whether it is working on accreditation issues, health care simulation training or state testing guidelines for EMS.  |
| Love County EMS and Oklahoma Technology Centers(DL sites) | One of the greatest challenges for our Paramedic DL program was to acquire and maintain national CAAHEP accreditation. KTC had to prove that the students in the DL sites were receiving the same training as the students in the hub site (KTC Poteau). During our last site visit in 2015, KTC received ZERO violations. This could not have been accomplished without the coordination and cooperation of all our DL sites. We have an agreement in place with each site stipulating the roles and responsibilities of each entity. Some of the DL sites’ staff serve as members of our Paramedic Advisory Committee and give us great feedback on ways to improve the program and help the DL students become successful. DL schools also encourage and support the DL students to join and be part of our HOSA. In fact KTC has had numerous HOSA champions at the state and national levels that came from a DL site. (See HOSA pictures) | The DL sites came on board 13 years ago. The first was Indian Capital Technology Center (ICTC) who was teaching EMT and Paramedic training. The KTC program director taught their paramedic program on a part-time basis for five years. ICTC wanted to continue the relationship with the director/instructor and decided to try the paramedic DL experience. After successfully completing this endeavor, KTC was contacted by Central Technology Center (CTC) due to their inability to fill a full-time paramedic class and meet the national accreditation requirements. Since the beginning of this partnership, CTC has had a paramedic class every year graduating 30 paramedics. Soon after the success of the DL program at ICTC and CTC, KTC was approached by Love County Hospital EMS agencies to become part of our paramedic program. The ambulance service desperately needed paramedics in their communities and could not provide this training without KTC. They started the first class in the local high school because the hospital did not have a T-1 line for the broadcast. Eventually the technology was established and Love County EMS has had students in the program since that first class. The KTC EMS program has partnered with many other schools since that time. One of the caveats of the program is KTC is broadcasting to Oklahoma Panhandle State University (OPSU) in Guymon, OK located in the panhandle. This DL site is an eight- hour drive one way from Poteau (hub site). This community is located 2.5 hours to the nearest paramedic program. Their access to advanced life support was limited before partnering with KTC.  |

# **ALIGNMENT WITH INDUSTRY AND BUSINESSNEEDS**

**22. Please describe how your program of study is aligned with the need 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 2006 Oklahoma Governor’s EMS Readiness Task Force report:

“*Training and recertification opportunities are almost non-existent in rural Oklahoma. As a result, rural students forsake careers in EMS or relocate permanently to urban settings, and veteran volunteers allow their licensure to lapse. Requirements are burdensome and are negatively impacting the ability of EMS providers to attract and retain key personnel.”* and:

*“In many parts of Oklahoma, the local EMS agency is the sole health care provider. Unfortunately, 45 EMS providers have gone out of business since June 2000. Sick and injured residents of orphaned communities – cities and towns which have lost their dedicated ambulance provider – too often wait up to an hour for an ambulance to arrive from a neighboring community. Demand for EMS is* *expected to increase along with the aging of Oklahoma’s population, particularly in rural Oklahoma.*

A Task Force recommendation: “*Provide a funded mandate to enable CareerTech to expand EMS distance education in rural Oklahoma and to assist CareerTech in meeting the 2010 national accreditation requirement.”*

This is what KTC EMS program did many years before this recommendation was made. KTC plans to continue providing paramedic training across the state of Oklahoma.

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

YES, all EMS students must conduct clinical rotations within hospitals and ambulance services.

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

The required hours are minimum hours. If the student does meet the minimum patient contacts or competencies in these work areas, they will be required to complete more hours. The paramedic students are required to conduct clinical rotations in the following areas:

* 24 Emergency Department
* 60 Emergency Department with Physician supervision
* 24 Critical Care
* 16 Operating Room
* 16 Labor and Delivery
* 32 Pediatric
* 16 Laboratory
* 16 Behavioral unit
* 60 Field Internship
* 120 EMS Capstone
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**  |
| Emergency Medical Technician | National Registry of EMTsOklahoma State EMT certificationBasic Life Support (BLS) |
| Paramedic  | National Registry of EMTs Paramedic licensureOklahoma State Department of EMS Paramedic certificationAdvanced Cardiac Life Support (ACLS)Pediatric Advanced Life Support (PALS |

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)**

All instructors are required to maintain their industry credentials which are renewed every two years. The latest industry updates must be part of all professional development/refreshers. Staff attend national expos, leadership conferences, trauma symposiums, educational conferences and many other professional development opportunities. The instructors work in the field to maintain their skills and stay up to date on new protocols effecting EMS. Staff serve on state and national committees (i.e.: NREMT, ODCTE, OSDH-EMS) making decisions on industry standards.

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.**

Choctaw Nation of Oklahoma (CCNO) has two separate arms—one is educational development and the other is economic development. CNO has implemented over 80 new businesses in southeastern Oklahoma. Many of these businesses are health care related and the tribe has its own career development department which works closely with KTC.

|  |  |  |
| --- | --- | --- |
| **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?** |
| Choctaw Nation of Oklahoma (CNO) | See above question 21 |  |
| McAlester Army Ammunition Plant (McAAP) | * McAAP supplies qualified personnel to serve our program as classroom and laboratory skills instructors.
* KTC and the army facility have been training firefighters, EMTs and paramedics for 25 years. McAAP has used the DRETS in training their base firefighters and paramedics.
* Also, specialty courses such as advanced cardiac care and pediatric advanced life support training.
 | The McAAP has been in operation since 1943 and it is the nation’s defense department’s premiere bomb and warhead loading facility. KTC and McAAP have had a standing partnership in fire/EMS training and support since 2011.  |
| EMS of Leflore County (EMSLC) | * EMSLC is the oldest and staunchest supporter of KTC EMS. Many of the agency’s EMTs and Paramedics were KTC’s first EMS students. And then became instructors in the program. The agency has served as the longest clinical rotation site for students to complete their work-based learning. The progressive service provides our students the opportunity to perform advanced life support procedures when many other agencies were lagging behind in patient care techniques.
* The agency EMS Director and many supervisors have served on our advisory committee and given excellent feedback about student performances and grading criteria. Many documented recommendations and changes have occurred in the program due to this partnership.

  | This partnership began over forty years ago when the ambulance service was in the community hospital. They participated in the training as instructors and preceptors and hired KTC graduates. About twenty years ago, the ambulance service separated from the hospital and became a county tax supported entity. The relationship has continued to this day. The Director still serves on the advisory committee and continues to help us train students and they continue to hire KTC graduates.  |

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)**

CTSO: KTC HOSA success at the post-secondary level is outstanding and recognized on a state and national level. Our adult students are located at the DL sites and are supported by their local school/campus to participate in HOSA. The example of our success is the KTC’s public health team won first place at national HOSA and each team member came from a separate DL campus. KTC has won first place at the HOSA State Leadership conference for the last five years and first place nationally four out of the last five years. (See pictures A13-17)

DRETS: This 48-foot mobile trailer brings unique training directly to community healthcare providers and the paramedics in the DL sites. The DRETS can also be used during manmade or natural emergency disasters as a triage and supply center. The DRETS has life-size manikins capable of breathing, talking, crying, seizing and reacting to paramedic treatment interventions. This allows for realistic, high-fidelity scenario simulation for health care providers around the state. The trailer also has pediatric, child and labor and delivery high-fidelity manikins for training. Along with state of the art manikins and EMS equipment, DRETS has video cameras and speakers located thr0ughout the unit for videotaping and conducting simulation without instructor interference. This training provides immediate feedback to students.

OEMTA Instructor of the Year: In 2016 our lead Paramedic instructor, Lisa Dyer, received the Oklahoma EMT Association Instructor of the Year award. She was nominated by her students and she is very deserving of this prestigious honor. Attached is a letter of support from one of her students, and a great quote from the letter:

“It is amazing to see how the efforts of one person, one particular person, can truly make a difference in so many lives. The paramedic program that she teaches has an outstanding reputation that not only covers Oklahoma, but also draws many students from western Arkansas. Her reputation of producing highly qualified paramedics makes her program the one sought after.” (See nomination letter A18-19)

Program facts: Between 2010 and 2017 KTC has graduated 172 paramedics from the program. In July, 2017 KTC graduated 27 Paramedic students from the DL program with a 100% job placement rate. The EMS program provides 30 for clinical rotations for all the KTC EMS students.

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?** |
| Emergency Medical Responder (EMR) agencies for communities and business and industry  | KTC EMS program provides opportunities for Post-Secondary Adult and Career Education (PACE) staff to provide training opportunities to business and industries in emergency cardiac care (ECC) which includes basic life support, adult advanced life support, and pediatric advanced life support, first aid; plus emergency medical responder courses and testing for rural fire departments and companies with first response agencies. The EMS program offers instructor level training to schools, hospitals, EMS agencies, and businesses to provide them the capability of providing in-facility training for their own staff.  | KTC EMS program has an approved American Heart Association ECC training center which provides KTC’s PACE coordinators to offer a wide variety of training in our district. The EMS program is a certified Oklahoma Health Department EMS training center which can offer continuing education classes.  |
| Oklahoma Health Care Work Force (OHCWF) Simulation Committee  | KTC EMS staff serves on the Oklahoma Heath Care Work Force (OHCWF) Simulation Committee which provides health care professional development and expertise to all education institutions in Oklahoma. * EMS staff help coordinate and plan the annual simulation conference.
* EMS instructors serve as presenters at the simulation professional development.
* DRETS provides resources to assist with health care simulations.
 | In 2001 the Oklahoma Governor’s office created the Oklahoma Heath Care Work Force (OHCWF) center to ensure education and training systems have resources and support to produce the number of health care workers needed. KTC EMS staff have served on the simulation committee for eight years. The DRETS trailer has strengthened the relationship and expanded mobile simulation training opportunities. |

# **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.