# **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: **Bonanza High School Fire Science Academy**
2. Point of Contact  
    **Name: Christopher Batterman**

**Email Address: battecm@nv.ccsd.net**

**Phone Number: 702-300-2593  
Address: 6665 Del Rey Ave Las Vegas NV 89146**

1. Applicant’s School/College: Bonanza High School
2. State: Nevada
3. Type of institution (click the box to check)

Area technical center

Career academy

Comprehensive high school

Community college

Technical college

Other (please specify)

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| --- |
|  |

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.

**Students partake in a 3 year firefighting academy that includes everything a fire department rookie school would perform except live burns. We have been in place since 2011 and have had numerous students hired on local fire department and wildland firefighting crews. Students also obtain college credit and perform skill sign offs at local firefighting department.**

1. Please check the geographical and demographic setting for your program of study and describe the geographic and economic conditions of the region served by the school.

Urban

Suburban

Rural

Other

# 

# **STUDENT POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on student achievement will not be eligible for consideration. (100 word limit)  
     
   **Students in the Fire Science Academy are as follows:**

**African American: 30%**

**White : 50%**

**Hispanic: 18%**

**Asian : 1%**

**Island Pacific:1%  
Male: 55%**

**Female : 45%**

**Outcome: 95% move on to next level. 90% start to finish of 3 year program. 88% complete with certification from 1st year to completer year.**

**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 | 55% | 55% | 55% |
| % female students | 45% | 45% | 45% |
| % minority students | 70% | 71% | 75% |
| % low-income students | 56% | 55% | 56% |
| % students with disabilities | 22% | 25% | 29% |
| % English language learners | 12% | 15% | 15% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 85% | 88% | 90% |
| % of students who earned an industry-recognized credential | 85% | 88% | 90% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 80% | 82% | 84% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** |  |  |  |
| % male students | % | % | % |
| % female students | % | % | % |
| % minority students | % | % | % |
| % low-income students | % | % | % |
| % students with disabilities | % | % | % |
| % English language learners | % | % | % |
| Other relevant *demographic* data |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible) | % | % | % |
| % of students who earned an industry-recognized credential (who were eligible) | % | % | % |
| % of graduates who entered the workplace and/or military (who were eligible) | % | % | % |
| % of graduates who transitioned to further postsecondary education (who were eligible) |  |  |  |

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

**We perform this data for Perkins funding each year and also use the data for our school snapshot plan for locals to see at the Clark County School District level.**

1. How does your school or institution ensure equitable access and outcomes for students with diverse backgrounds? (150 word limit) **We are fair and do not discriminate against anyone. We provide computer use for students who can not afford them, provide after school tutoring and perform fundraisers so that all fire science students can afford field trips, class uniforms and industry certifications if they can not afford them.**
2. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)

**We use 3d Computers (Zspace), MILO simulators, hands on equipment, books in English and Spanish, ELL strategies and book on tape for those who have a hard time reading.**

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)  
   **We perform community outreaches 8 times a year, open house once a year, 2 yearly magnet school Saturdays and visit our local middle schools to recruit from August to January each year. Students also read to local elementary school students and perform smoke detector installations in surrounding neighborhoods to give back to the community and in return make the community aware of the program.**
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)

**Skills USA and HOSA by competition in Firefighting skills, CERT skills, First Aid skills and EMT skills.**

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)

**We have numerous guest speakers from the industry come and speak to our fire science students each month. During their completer course they perform one on one interviews with firefighters and chiefs to perfect their interview skills. Students also are required each year to write a report on how to get on the fire department, what jobs besides firefighting the program teaches, how to fill out an application and how to use city/county websites for job information.**

# **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: **College of Southern Nevada was improving their fire science degree pathway in 2011 and wanted to make a pathway for high school students to follow. The college program dean contact me and we sat down and created a blueprint on how to implement a firefighting program at the high school level. We included local fire departments, state emergency agencies and viewed national fire programs to create the best fit program for high school students.**
   1. How were employers involved in the development and/or maintenance of your program of study? **The public safety director from Truckee Meadows Community College, Las Vegas Fire and Rescue Chief, firefighters from Truckee Meadows Fire Department, Henderson Fire Department Firefighters and Clark County Firefighters were all apart of the curriculum write for the program. Most of the original writers still are on the programs board to make sure yearly progress is made in an attempt to make sure students are meeting industry standards.**
   2. How does this program of study meet the economic needs of your community?

**Students are able to be trained at the local high school level to better prepare them for fire department rookie school and lower the changes of rookie school dropout. Normally it costs $40,000 to put an individual through rookie school, this increases the chances of making that investment worth it and brings value to the school CTE program as well.**

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

**It will help prepare them for the College of Southern Nevada Fire Science degree since many of the classes taught at the college cover the same information as taught at the Bonanza fire Academy.**

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

**The programs current teacher was involved from the beginning with the curriculum write and is apart of the board that meets yearly to make sure students are meeting industry standards. The Director of College of Southern Nevada Fire Science Program is also on the board and will meet one on one with graduating students to make sure they have met industry standards.**

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)

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| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | The crosswalk of the Fire Science Standards shows links to the Common Core State Standards and identifies the performance indicators in which the learning objectives in the Fire Science program support academic learning. The performance indicators are grouped according to their content standard and are cross walked to the English Language Arts and Mathematics Common Core State Standards and Nevada State Science Standards. |
| Career Cluster or Technical Standards | The crosswalk of the Fire Science Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Fire Science program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Fire Science Standards are crosswalked to the Law, Public Safety, Corrections & Security Career Cluster™ and the Emergency and Fire Management Services Career Pathway. |
| Employability Standards | Positive work ethic, integrity, teamwork, self representation, diversity awareness, conflict resolution, creativity and resourcefulness, speaking and listening, reading and writing, critical thinking nad problem solving, job acquisition and advancement, time, task and resource management, math, job specific technology, . |
| Other | Nevada Firefighter 1 Standards. |

# **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** | Regular, Honors or AP | Regular, Honors or AP | Regular, Honors or AP | Regular, Honors or AP |  | Fire Science 1 |
| **10** | Regular, Honors or AP | Regular, Honors or AP | Regular, Honors or AP | Regular, Honors or AP |  | Fire Science 2 |
| **11** | Regular, Honors or AP | Regular, Honors or AP | Regular, Honors or AP | Regular, Honors or AP | Encouraged to take Anatomy and Physiology/ Chemistry | Entry Level Firefighting |
| **12** | Regular, Honors or AP | Regular, Honors or AP | Regular, Honors or AP | Regular, Honors or AP | Encouraged to take Anatomy and Physiology/ Chemistry | Emergency Medical Technician |
| **13** |  |  |  |  |  | Partake in College of Southern Nevada Associates Degree program of Fire Science |
| **14** |  |  |  |  |  | Partake in College of Southern Nevada Associates Degree program of Fire Science |
| **15** |  |  |  |  |  | Partake in College of Southern Nevada Associates Degree program of Fire Science |
| **16** |  |  |  |  |  |  |

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

**Students use their skills of learning fire safety to write school emergency response plans, integrate their fire knowledge into core classes with emphasis in science and math. Students are also encouraged to take Anatomy and Physiology which is taught with hands on skills in the fire science academy.**

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)  
   **Students are able to obtain 9 college credits from College of Southern Nevada if they pass all three years with a 3.0, pass the state workplace readiness skills test and the state CTE Firefighting test. Students must meet all three points to obtain college credit.**
2. 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?** |
| College of Southern Nevada | Provide equipment, guest speakers, opportunities for students, on program board to keep standards and skills up to date. Students also receive college credit for their passing of the program. | Since 2011 and it was developed when the program was created to make sure the students were meeting and exceeding industry standards. |
| EMS Training Center of Southern Nevada | Provide equipment, guest speakers, opportunities for students, on program board to keep standards and skills up to date. Students also are able to volunteer to be apart of victim training for Adult EMTs. | Since 2014 and it was developed when the program was created to make sure the students were meeting and exceeding industry standards. |
| Sunrise Hospital Education Program | Provide equipment, guest speakers, opportunities for students, on program board to keep standards and skills up to date. Students also are able to volunteer to be apart of victim training for Adult nurses and Doctors. | Since 2016 and it was developed when the program was created to make sure the students were meeting and exceeding industry standards. |
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# **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)

**Students are required to perform and pass all Nevada Firefighter 1 skills based on Nevada Fire Marshal guidelines. These are also included in the programs standards and students participate many of the skills with help from local fire department agencies.**

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

**Yes and they are encouraged to participate in more than 1 outside learning opportunity.**

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

**We provide guest speakers and skills the students must perform to participate in the class. Students are encouraged to be apart of a local Fire Department Explorer program or local Ambulance/Hospital Explorer Program**

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** |
| American Heart Association Healthcare Provider CPR/AED/First Aid | American Heart Association Healthcare Provider CPR/AED/First Aid |
| FEMA Community Emergency Response Team |  |
| Fire Extinguisher User |  |

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)

**We make sure that we continue to meet Nevada Firefighter 1 certification guidelines provided by state fire marshal’s office and meet yearly with local fire department to keep the program up to date.**

1. Please provide information on **at least three** *business, industry and/or labor* partnerships your program of study has, and describe how these partnerships have been built, maintained and sustained over time.

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| --- | --- | --- |
| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Las Vegas Fire and Rescue | Provide equipment, guest speakers, opportunities for students, on program board to keep standards and skills up to date. | Since 2011 and it was developed when the program was created to make sure the students were meeting and exceeding industry standards. |
| Clark County Fire Department | Provide equipment, guest speakers, opportunities for students, on program board to keep standards and skills up to date. | Since 2011 and it was developed when the program was created to make sure the students were meeting and exceeding industry standards. |
| College of Southern Nevada | Provide equipment, guest speakers, opportunities for students, on program board to keep standards and skills up to date. Also provides student college credit for the program. | Since 2011 and it was developed when the program was created to make sure the students were meeting and exceeding industry standards. |
| North Las Vegas Fire Department | Provide equipment, guest speakers, opportunities for students, on program board to keep standards and skills up to date. | Since 2016 and it was developed when the program was created to make sure the students were meeting and exceeding industry standards. |
| Henderson Fire Department | Provide equipment, guest speakers, opportunities for students, on program board to keep standards and skills up to date. | Since 2016 and it was developed when the program was created to make sure the students were meeting and exceeding industry standards. |

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)   
   **Every graduating class from The Bonanza High School Fire Science Academy has students hired by local fire department , Southern Nevada wildland department and Ambulance companies. We have been featured in firefighting magazines, firefighting news stories and local school news stories on our success and teaching techniques. We have also been awarded grants from Firehouse Subs and local fire departments to buy equipment to better our program due to our previous success.**

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?** |
|  |  |  |
|  |  |  |
|  |  |  |

# **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).