# **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 and Public Safety
2. Point of Contact  
    Name: Dr. Adam Angelozzi, Principal

Email Address: aangelozzi@frhsd.com

Phone Number: (732)792-7200, x5001  
Address: 20 Church Lane, Englishtown, New Jersey 07726

1. Applicant’s School/College: Manalapan High School
2. State: New Jersey
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 Law Enforcement & Public Safety Magnet Program accepted its first cohort in 2006 with the vision of being recognized as a program that supports a disciplined and structured approach to all phases of public safety organizations. Over the past eleven years the program of study which focuses on law and the Constitution, law enforcement and firefighting practices and regulations, and forensic science/crime scene investigation has been revised and expanded to adjust to the changing interests of students and new technologies available to public safety organizations. These changes include updating curricular guides, increased opportunities for certifications, hybrid traditional and on-line courses as well as postsecondary articulation agreements with John Jay College and Brookdale Community College.

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)

Traditionally, our demographics have mimicked national trends; however, we have emphasized the importance of diversity in the field by hosting speakers showcasing individuals regardless of gender and race. These efforts paid off; females now constitute 31% and minority students 13%.

The program stresses the importance of challenging and maximizing potential in academics, behavior and experiences within and outside of the program. This strategy yielded a 99% graduation rate with most attending college. We do not have data other than anecdotal that illustrates how many students completed their degrees and continued to pursue the fields of law enforcement and public safety.

**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 | 71% | 70% | 69% |
| % female students | 29% | 30% | 31% |
| % minority students | 12% | 12% | 13% |
| % low-income students | 6% | 5% | 1% |
| % students with disabilities | 13% | 17% | 15% |
| % English language learners | This program is housed at another school in the district. | This program is housed at another school in the district. | This program is housed at another school in the district. |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 14% | 11% | 17% |
| % of students who earned an industry-recognized credential | 26% | 22% | 17% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 100% | 96% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 94% | 89% | 96% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 1% | 3% | 4% |
| **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) |  |  |  |

The information listed in the “other relevant demographic data” segment of the chart is focused only on senior students; as many of the certifications have age restrictions. We do not possess any data on the postsecondary-level as we do not participate in a clearinghouse program from which to extract said data. Anecdotally, however, in the past three years our students have informed us that they are doing well in their four year college programs. This chart data also does not include students’ certifications in HAZMAT, CBRNE, Incident Command and FEMA online courses as industry recognized credentials as it is not clear if those courses qualify. If they do, 100% of students earn said credentials.

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

The source of our program data is our student information program called Genesis. It is only accessible to district employees. An overall snapshot of our school is contained in the New Jersey School Performance Report and can be found at this link: <https://rc.doe.state.nj.us/report.aspx?County=25&District=1650&School=070&SchoolYear=2015-2016&SY=1516>

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

As a comprehensive high school, our students have complete access to advanced placement, honors, academic, and resource level required and elective courses. Additionally, every student in good academic standing is eligible for athletic teams and extra-curricular activities. Our monthly programs, trips and guest speakers support inclusivity and respect for all. In addition our Board of Education has policies and regulations in place to provide bias-free, equitable access for all students to school facilities/courses/programs/activities/services regardless of race/creed/color/national origin/ancestry/age/marital status/affectation or sexual orientation/gender/religion/disability or socioeconomic status. The district is committed to providing all students with access to resources and education rigor.

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

Students who are struggling academically are supported with workshop classes in math and English. These classes are taken in conjunction with their regular math and English classes; both teachers communicating to identify strengths and weaknesses which need to be refined. Further data is collected through Achieve 3000; a program designed to increase reading comprehension skills. Students also have access to their teachers before and after school as well as the daily Math, English, Science and general tutoring sessions given by the National Honor Society students each week. The LEPS Magnet students’ grades are monitored on a weekly basis and support is provided to those students who are struggling via the aforementioned strategies. Communication amongst parents, students and teachers is encouraged to assure proper remediation for each child’s needs.

There are numerous support systems in place to increase accessibility for all students. Students who wish to challenge themselves by taking an Advanced Placement course can take a free weeklong course through the AP Bridge Program. This program helps students prepare for the rigor of the advanced placement level by offering strategies for studying, organizing and thinking, as well as content and process reviews and practice. Once enrolled in an advanced placement class students can attend tutorial sessions with teachers and National Honor Society students. Additionally, students can attend weekend study sessions the week of their Advanced Placement examination and they can practice answering content and skills based questions through AlbertIO, a computer program created for the advanced placement practice exams.

Students who have not had access to different subjects via their middle school experience and students who wish to jump levels can do so by attending enrichment programs or taking on-line classes; however, these may carry out-of-pocket fees. One prominent program offered district wide is called the Bridge Program in which students who wish to prepare for Advanced Placement classes can attend week long sessions that emphasize study skills, critical thinking skills, content reinforcement, etc. This is free to students who wish to challenge themselves academically.

Students within the LEPS program are given federal identification numbers so that they can take on-line FEMA courses for certifications. This is an important feature of the 12th grade LEPS class; as it offers access to courses that are based upon student passions, initiative and choice. Students within the LEPS program are also introduced to professionals and community organizations; providing access to people, resources and experiences they may not have known existed. Lastly, we work closely to assure that students without access to transportation, can successfully complete their Structured Learning Experience and graduate from the program by assigning the student with other who have access to transportation, by finding a location that is close to school and by adjusting the hours of the experience.

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)

District representatives conduct visits to the middle schools each fall to educate upcoming students about the magnet programs available to them. This introduction is followed by an Open House program that is open to all students who are interested applying for acceptance into the Law Enforcement and Public Safety Magnet Program. Having established a relationship with middle school counselors, I email them to notify them of the Open House date and other special events that may be open to younger students. In addition I have sponsored guest visitors to each of the middle schools; emphasizing career options and diversity. During each of these events, program brochures are distributed. (See attached)

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 LEPS Magnet Program currently has over twenty students who are involved in local Police Explorer posts, serve as junior fire fighters and participate in emergency management organizations county-wide. Additionally students are afforded the opportunity to join our chapter of the SkillsUSA organization.

1. Describe how career guidance/advisement is integrated into your program of study to support students’ completion of the program of study and entry into additional education/training and/or a successful career. Where applicable, describe the tools (individual career and academic plans, career exploration websites, etc.) that are provided to learners and how they are used. (200 word limit)

The traditional means of career advisement through guidance counselors is one level of advisement students in LEPS receive; however, students meet with a multitude of professionals through field trips, scheduled guest speakers and certification trainings. These experiences provide insight on educational and industry related expectations and requirements. Additionally, students are encouraged to participate in a number of local and state summer academies that provide insight into the training and expectations needed for the field. Examples include Sheriff’s and State Trooper Weeks. Over their four years students are required to maintain a ‘resume building log’ which records the guest speakers, field trips and training they have attended. This resume is sent to prospective community organizations as students prepare for the Structured Learning Experience in their senior year and for their college/career applications.

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

1. Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and/or maintenance of your program of study?
   2. How does this program of study meet the economic needs of your community?
   3. How does this program prepare students for postsecondary education? (if applicable)
   4. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

Eleven years ago the program was established after months of researching, interviewing and visiting local and national vocational programs in law enforcement and public safety as well as speaking with professionals in in the field about the expectations of their organizations as well as the academic, social and professional skills required to succeed. Using this information, a program of study was designed to emphasize the academic expectations of graduating from high school and attending a two or four year college; encouraged the exploration of career opportunities and subfields; exposed students to professionals within those fields; and supported moral and ethical characteristics. We have also worked closely with the Monmouth County Workforce Development Board in obtaining Perkins approval and we continue to monitor the employment trends of the county.

Since its inception, the LEPS Program has expanded to include a vocationally certified teacher who has 30 years of experience in law enforcement and has established an advisory board that includes educators on both the high school and college levels, community professionals, guidance counselors, students and parents. These board members meet officially 2-3 times a year to discuss the program of study, the needs of the community and professional fields, the challenges of post-secondary education and changing student interests. In response to these conversations we have revised curricular guides to better prepare students for the career path; expanded the structured learning experience options to fit student interests; responded to changes in job related training as directed by employers; assisted the community by encouraging students to volunteer in programs like Teen CERT, firefighting, first aid, etc.; expanded trips and guest speakers to highlight specialized skills not taught in the classroom; developed post-secondary articulation agreements with colleges so that students can waive introductory courses, and enhanced training opportunities by partnering with instructors from the Fire Academy, Police Academy and NJ Transit.

We are currently partnering with the Monmouth County Police Academy to design a format for students to earn a Class I level officer training while in high school. Completing the course will afford students the opportunity to work for shore area towns in need of summer employees in law enforcement after graduation. This goal requires the commitment of the district, local police departments and the Monmouth County Sheriff’s Office; all supporters of the program.

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 | The New Jersey Crosswalks Standards are used for reading, writing, math and general education courses. |
| Career Cluster or Technical Standards | The NJ Career and Technical Education Standards for Law, Public Safety, Corrections and Security are used. |
| Employability Standards | The NOCTI Criminal Justice examination is given each year. The students are given a certificate of workforce competency credential upon passing the exam. |
| 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** | English I | Algebra I or Geometry | Biology | World History | World Languages | **LEPS** I: **Criminal Justice**  LEPS Health and Physical Education I |
| **10** | English II | Geometry or Algebra II | Chemistry | United States History I | 21st Century Life and Careers | **LEPS II: Community Policing and Public Service Organizations**  LEPS Health and Physical Education II |
| **11** | English III | Algebra II or Pre-Calculus | Physics | United States History II | Visual and Performing Arts | **LEPS Forensic Science**  LEPS Health and Physical Education III |
| **12** | English IV |  |  |  | Financial, Economic and Entrepreneurial Literacy | **LEPS IV Honors: Incident Command and Specialized Certifications**  LEPS Health and Physical Education IV  **LEPS Structured Learning Experience** |

The program of study for the LEPS program progresses within an organic process in which students balance the need for theoretical consideration of components in the criminal justice system and the practical skills needed by law enforcement and public safety officials. The final course is totally experiential in that students apply their training and skills to address scenarios ranging from community problems to accidents to manmade and natural disasters. Additionally, students are required to examine their resume, reaffirm personal-professional goals and identify weaknesses in their training and skills. Once this is identified students are required to engage in on-line FEMA courses to strengthen weaknesses and prepare them to reach their goals. The Structured Learning Experience in the senior year supports their interests and provides for career experiences.

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

The LEPS instructors are required to use the reading, writing, speaking and mathematical standards found in the New Jersey Crosswalks Standards and the New Jersey Core Curricular Content/CTE Standards while planning lessons. Our student resources include professional manuals that support and reinforce domain specific/industry specific vocabulary as well as academic vocabulary needed for college and life. Additionally, teachers throughout the school know who the LEPS students are and said teachers frequently relate skills, etc. to their students’ study of law enforcement. Case in point, the teachers of Spanish often point out valuable phrases, expressions, etc. that will improve communication with the Spanish communities. We assure there is a level of integration by examining lesson plans, observing class instruction and meeting with teachers formally and informally.

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

All LEPS students are eligible to enroll in Advanced Placement courses throughout their high school career. Additionally, there are two opportunities for LEPS students to earn up to 12 credits from Brookdale Community College either on-site or off-site. If students opt for the off-site they can do so in place of or in addition to the Structured Learning Experience. If students opt for the on-site they must enroll in the English Composition: The Writing Process and English: The Short Story. Presently, students who graduate from the LEPS Program, pass the NOCTI examination with a 70% or above, apply and get accepted to John Jay College of Criminal Justice may have six (6) credits waived so that they can accelerate in their program of study post-high school.

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

|  |  |  |
| --- | --- | --- |
| **Education Partnership Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| John Jay College of Criminal Justice | The college is offering six credits to students who wish to attend once students complete the LEPS Program. | This is a new partnership and it was developed based upon student interest in attending John Jay. |
| Brookdale Community College | BCC provides dual enrollment opportunities for the LEPS Program students. A representative from BCC is a permanent member of the Perkins Advisory Board and by attending meetings she discusses course alignment. | This partnership has been active for 11 years and it was developed as a means to articulate the skills and expectations of college level course work and programs. |
| Monmouth County Fire Academy | Representatives from the fire academy teach our students so that they can earn certifications in Hazmat, Incident Command and CBRNE. Additionally, they support field trips and experiential training. | This partnership has been active for 6+ years. It was developed as more of our students were interested in the field of fire science. |
| New York City Fire Department and Homeland Security | These departments offer extensive expertise in public safety and firefighting. They support annual trips to the 9/11 Memorial Museum and the Fire Academy Training Island. | This partnership has been active for 4+ years and it was developed by a parent of a student in the program. |
| Monmouth County Sheriff’s Office | This department supports field trips, presentations and programs and training. LEPS helps the Sheriff’s Department by publicizing Sheriff’s Week and supporting various programs. | This partnership has been active for 8+ years and it was developed out of mutual needs in regards to training and participants. |

# **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)

There are two primary means of alignment with the workforce and industry. First, students engaged in the Structured Learning Experience work in the field to observe and learn about the work of the organization. Second, students are encouraged to volunteer in service organizations that serve their communities. These two means of alignment offer our students experiential opportunities not found in the classroom and often lead to additional internships and future employment opportunities. Case in point, recently two students were hired by the Freehold Township Fire Inspection Office and one was hired by the iPlay America Corporation. Additionally, these experiences lead to further volunteer opportunities in community organizations such as Gordons Corner Fire Department, Ramtown Fire Department and First Aid Squad, Teen Cert, etc.

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

YES

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

Those of our students who shadow firefighters have reported and illustrated that they are taught knot tying, equipment maintenance and repair, chain of command and life-saving skills, and first response communications skills. Those who shadow law enforcement agents learn about ticket writing and filing, domestic violence issues and responses, and the duties of a patrol officer. Those who shadow the courts and lawyers learn about the Constitution, laws and court proceedings. Those who shadow in hospitals and businesses learn about security and loss prevention. Students who complete the program earn certifications that enable them to compete with applicants for positions. These certifications include, but are not limited to CBRNE, Hazmat, First Aid, Incident Command 100 and 700 and CPR. More generically, students learn time management and organization skills, discipline and respect.

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** |
| FEMA on-line coursework | Incident Command 100 and 700 |
| Introduction to Fire Fighting | First Aid and CPR |
|  | HAZMAT |
|  | CBRNE |

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)

Off-site Instructors are currently employed by the Monmouth County Fire Academy. Teachers of physical education hold current certifications as instructors of first aid and CPR as is reported on an annual basis. Our primary CTE instructor is an experienced Parsippany/Troy Hills police officer who retired after thirty years, earning the rank of lieutenant. He also has experience as a National Guardsman Tank Commander, a volunteer fire fighter and a paid dispatcher. He learns of advancements through his partnerships with officers and agents with local, state, regional and federal programs and he attends conferences and trainings each year.

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?** |
| Monmouth County Communications Center | This center provides an SLE placement for our seniors to work alongside the first responders for Monmouth County. Our sophomore students attend a field trip to the center as an informational introduction to this career field. | The SLE partnership was established 2.5 years ago. The informational career trip has been in existence for over 9 years. |
| Manalapan Police Department | The department offers placement for the SLE and volunteer support services via the Police Explorer Organization. | This partnership has been in existence since the planning phases of the LEPS program and it has extended over the years as an educational and career resource. |
| Howell Police and EMS Departments | The department offers placement for the SLE and volunteer support services via the Police Explorer, junior firefighting/EMS and PAL Organizations. | This partnership has been in existence for 8+ years. The partnership developed due to a rise in our student population coming from Howell Township. |
| Monmouth County Court House | The court house provides an SLE placement for our seniors to work alongside the court clerks, security and office personnel. Our sophomore students attend a field trip to the center as an informational introduction to this career field. | This partnership has been in existence for 10+ years. It was established due to field trip requests and court proceeding educational programs well before the SLE placements. |
| Asbury Park Fire Department | The department offers placement for the SLE and educational resources for the classroom. | This partnership has been in existence for approximately 7 years and it was developed out of student interests in firefighting. |
| Freehold Township Building and Fire Inspection Office | This office offers SLE placement for our seniors to work alongside building inspectors and fire safety inspectors. | This partnership has been in existence for 9+ years and it was developed due to student interest fire science. |

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)

Over the last estimated five years we can report the following about our students:

* Enlistments: US Army (1), US Marines (1), US Navy (1), US Coast Guard (1), US Merchant Marines (1)
* Paid Full Time Police Officers: Freehold Township Police (1), Houston Police (1)
* Paid Police Officers Class II: Bradley Beach (1), Monmouth Beach (1)
* Paid Dispatchers (County, Municipal and College Campus): 5
* FEMA Disaster Recovery Agent: 1
* Paid Firefighters: Jersey City Fire Department (1)
* Volunteer Firefighters: 15
* Volunteer EMTs: 5

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?** |
| Monmouth County Park System | The park system provides team building activities for our students via the low and high ropes courses. | The partnership has been active for over 5 years and it was developed in order to reinforce team success and unity. |
| NJ Transit Police, Anti-Terrorist Unit | The NJTP are providing specific training using high end technology programs in traffic stops and shooting scenarios. | The partnership is currently in its 2nd year and it was developed as a means of reinforcing the diversity of officers in the force as well as the skills needed on the job. |
| NJ State Troopers | This State Troopers are very supportive of sharing resources, educating students about subfields within the state police as well as illustrating women in law enforcement. | The partnership has been in place for 10 years and we have expanded to include the Trooper Week, the museum tour of the Lindbergh trial and programs to highlight the work of female officers. |
| FBI, ICE, Secret Service | Representatives from these organizations provide support in career exploration, college readiness and federal employment criteria. | These groups have been a part of the LEPS program for over 10 years, as an agent from ICE was one of the foundational advisors. |
| Teen CERT | The students in our program support the Teen CERT emergency drills such as active shooters in schools, nursing homes and hospitals. The debriefing components support Incident Command training. | The partnership has been active for 10 years and it was developed as a means of giving back to the community while engaging in training exercises. |
| United States Military Branches | This partnership provides unique trips and experiences that support the skills needed in observations and shooting as well as support career exploration and diversity sensitivity training. | The partnership has existed for 10 years and it was developed to support the paramilitary component of law enforcement. We communicate frequently about technology and events. |
| Humane Society & K-9 Units | This partnership appeals to those interested in working with wildlife and animals within law enforcement agencies. | The partnership has existed for about 5 years and it was developed when alumni returned to share their journey into the fields. |
| Middlesex County Coroner/Pathology Unit | This partnership provides a specialized perspective for students interested in forensic science. | This partnership has existed for 4-5 years and was developed to meet student needs and interests. |

**SUBMIT YOUR APPLICATION**

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* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2018-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

**THANK YOU!**

Thank you for completing this application! The selection committee will convene in December 2017 to review the applications and make final decisions. You will know the status of your application by January 25, 2018. The programs of study will be evaluated based on their effective leveraging of partnerships, alignment to rigorous and relevant college- and career-ready expectations, clear progression of knowledge and skills across secondary and postsecondary systems, integration of successful career guidance/advisement, and key indicators of student success.

Don’t forget to use the Excellence in Action award submission checklist to make sure you’ve completed your application in its entirety.

We look forward to learning more about your program!

For questions, concerns please contact [awards@careertech.org](mailto:awards@careertech.org).