# **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: Carl Wunsche Sr. High School Veterinary Science Program
2. Point of Contact  
    Name: Jessica Graham, M.Ed, LVT

Email Address: jgraham@springisd.org

Phone Number: 281-891-7650  
Address: 900 Wunsche Loop Spring, Texas 77373

Name: Kevin Berrigan

Email Address: [kberriga@springisd.org](mailto:kberriga@springisd.org)

Phone Number: 281-891-7650

Address: 900 Wunsche Loop Spring, Texas 77373

1. Applicant’s School/College: Carl Wunsche Sr. High School
2. State: Texas
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 Veterinary Science program at Carl Wunsche Sr. High School (CWHS) began in 2006 and has expanded exponentially over the past 11 years while offering an emphasis on exposing students to a variety of career opportunities, as well as the differing educational requirements of career pathways within the Agriculture, Food, and Natural Resources cluster. Freshman and sophomore students begin with introductory/prerequisite coursework that is combined with strategic exposure to guest speakers, field experiences, and classroom opportunities that will enable them to make an informed selection from the vast opportunities that are available to them in this field of study. High and sustained success is the result of ensuring a coherent sequence of courses, skill acquisition, and certifications while constantly working to develop vital 21st century skills in order to enhance the opportunities provided through our strong business and postsecondary partnerships.

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

Spring Independent School District is located just north of the Houston, Texas city limits in an urban setting. As a School of Choice, Carl Wunsche Sr. High School students live throughout the school district, rather than in an attendance zone for a specific campus. The students come from one of the three zoned campuses in the district. When looking at the students in the Veterinary Science pathway for the 2017 – 2018 school year, 85% of them are considered a minority and 63% of the students in the program are classified as economically disadvantaged. Spring Independent School District, as a whole, is a Title 1 school district.

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# **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)

**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** | 107 | 136 | 141 |
| % male students | 24.29% | 26.47% | 24.12% |
| % female students | 75.71% | 73.52% | 75.88% |
| % minority students | 79.43% | 85.26% | 85.82% |
| % low-income students | 64.48% | 66.91% | 63.13% |
| % students with disabilities | 6.54% | 11.76% | 9.22% |
| % English language learners | 10.28% | 13.97% | 12.77% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 7.47% | 4.41% | 4.97% |
| % of students who earned an industry-recognized credential | 80.37% | 75% | 100% |
| % of students who participated in work-based learning | 80.37% | 80.88% | 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) | 80% | 73% | 92% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 16% | 26% | 21% |
| **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.

The data listed above was compiled using enrollment/demographic/socio-economic records, as well as certification documentation, internship documentation, and graduation/alumni information.

Due to Carl Wunsche Sr. High School having previously been a campus of secondary enrollment, the students did not graduate from this school, rather they graduated from one of the three zoned campuses. Beginning in the 2015-2016 school year, Carl Wunsche Sr. High School began accepting freshmen into the school and they will be the first class to actually graduate from Carl Wunsche Sr. High School. Since this campus was one of secondary enrollment, the recordkeeping and post-graduate follow up has been problematic and not as efficient as one would desire. With the state data previously going to the zoned campuses, there has been a lapse in communication when it comes to updating the records for Carl Wunsche Sr. High School. As a result of this process, the ability to ‘officially’ track the students and maintain their data has been a challenge, however that will be improving with the graduation of our first class next school year. The graduates of Carl Wunsche Sr. High School are encouraged to update their information with the Alumni Association for the school.

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

Carl Wunsche Sr. High School has a very diverse student population and is located in a community with the same diversity throughout it. The demographics in the Veterinary Science program aligned with the demographics of the campus. Within the school, students are given multiple opportunities to express themselves and to highlight their cultural backgrounds. Through the access to guest speakers and business partners from a wide range of cultural backgrounds, to the Diversity Night and Latino Night events, and the cultural celebrations in the classroom/pathway/Career and Technical Student Organization, the various cultural backgrounds are celebrated at Carl Wunsche Sr. High School and in the Veterinary Science program.

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

At Carl Wunsche Sr. High School, we are fortunate to be 1:1 with computers and students. Therefore, we are able to provide students with digital learning opportunities, interactive learning platforms, Google classrooms, and flipped classrooms/learning. In addition, we strive to teach the students how to stay abreast of current issues that may affect them and their industry/career, communicate effectively using technology, and utilize technology to research and develop projects and complete assignments.

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 recruitment practices at Carl Wunsche Sr. High school are elaborate, organized, and effective. At the beginning of each school year, we offer a traditional Open House for students and parents to visit each of the classrooms and programs. After that event, the school launches the Academy Showcase event. During this, parents, students, business partners, and community members come to the school and see all of the programs that are offered in the school. Students demonstrate various skills that they are learning and utilize the industry specific equipment that each program has. Prior to the application window closing, students and teachers visit the 8th grade classes at each of the middle schools to promote, demonstrate, and recruit potential students. This process allows for all interested parties to discover the programs and pathways that are offered at Carl Wunsche Sr. High School.

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 Wunsche FFA allows for students to utilize the knowledge and skills learned in the classroom in real world situations and competitions hosted by the organization. Students can explore Agriculture and Veterinary Science, as well as develop leadership, build character, and discover numerous career opportunities within this field of study.

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

Students are continuously exposed to professionals representing different types of occupations within the industry. Regular interaction with these individuals helps students see the partners as mentors that can guide both long and short-term decision-making. Students also meet regularly with their pathway teachers to establish, discuss, and refine their academic and career goals. Once students have expressed an interest in a specific field of study, the teachers work to identify relevant resources and mentors. Class projects are specifically designed so that students are required to research the education and certification requirements necessary in order to obtain and keep a job in their chosen field of study.

By providing the students exposure to a variety of individuals representing many different facets of the industry, students learn to self-evaluate and reflect on how best to select an occupation that will enable them to match their interests and passions with skills for which they have a natural aptitude. Helping students develop the ability to honestly reflect on their strengths and weaknesses allows them to not only make an educated decision as to future academic and career plans, but to apply this same process to other decisions that they will make throughout their lives.

# **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)

Beginning in 2006, the Veterinary Science courses underwent a restructure by a focus group including teachers, local veterinarians and agriculture industry professionals, and secondary/postsecondary partners. This was done in order to foster a coherent sequence of skill acquisition that would culminate in all students participating in work-based learning field experiences, integrated coursework, an internship, and a pathway-based project each year. This same focus group, with the addition of more business partners and industry professionals, serve as the Advisory Board for the Veterinary Science program to provide consistent feedback for the curriculum, instruction, industry skills/standards, and equipment needs of the program.

Collectively called the *Milestone Projects*, the pathway-based projects begin at the 9th grade level and are a scaffold approach to helping students develop critical thinking, research, and presentation skills. The freshmen-level *Foundation Project* enables students to master the basic elements of a formal research paper. The research-based *Cornerstone Project* at the sophomore-level immerses students in researching new trends within their career pathway. The junior-level *Stepping Stone Project* exposes students to a formal research project relating to a designated industry trend. Finally, the senior-level *Capstone Project* is a series of rigorous, multi-phased components that allows students to select an emerging trend, new technology, innovation, or solve a real-world problem within their chosen career pathway. The project culminates in a formal research paper and a 10-12 minute presentation of findings before a panel that includes business partners and community volunteers. Feedback from alumni, business partners, and postsecondary partners continues to emphasize the importance of the Milestone Projects in helping students develop the academic and interpersonal skills that give them a competitive edge as they leave high school.

The Veterinary Science program at Carl Wunsche Sr. High School utilizes the Wunsche Pet Clinic to provide affordable services to the community, staff/faculty, and students. Through the moderate profits that are gained from the Wunsche Pet Clinic, the clinic is self-sustaining and also allows scholarships for students that are in need of financial assistance for their industry certification examination fees. Overall, the Veterinary Science program was established to allow students the opportunity to showcase their knowledge and skills, as well as assist the community by providing affordable services for their pets. The rigorous curriculum and Milestone Projects academically prepare students for the workforce and/or postsecondary education.

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 | **Academic Standards (e.g. English, Mathematics, Science, Social Studies, etc.)**  Please see attachment:   * Campus Literacy Plan * Formative Assessment Guidelines * English Language Proficiency Standards |
| Career Cluster or Technical Standards | **State Developed Career and Technical Education Standards**  Please see link:   * Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education; Subchapter A. Agriculture, Food, and Natural Resources (<http://ritter.tea.tx.us/rules/tac/chapter130/ch130a.html>)   Please see attachment:   * Achieve Texas Coherent Sequence of Courses * Texas College and Career Readiness Standards   **Locally Developed Career and Technical Education Standards**  Please see attachment:   * Web of Implementation for Veterinary Science Program |
| Employability Standards | **Texas Veterinary Medicine Association Standards**  Please see attachment:   * Certified Veterinary Assistant Level 1 Certification Application and Checklist * Certified Veterinary Assistant Level 2 Certification Application and Checklist |
| Other | Please see link:   * National Career Academy Coalition Standards of Practice (<http://www.ncacinc.com/nsop>) |

# **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.

The Program of Studies for the Veterinary Science program can be found at <https://www.springisd.org/cms/lib/TX01918331/Centricity/Domain/81/epg-hs-1718.pdf> on page 90.

Students in the Veterinary Science pathway will have the option to take an introductory/prerequisite course during their first year in the program called Principles of Agriculture, Food, and Natural Resources (AFNR) or Livestock Production (if the student has previously taken Principles of AFNR). In their second year, students will take Veterinary Medical Applications (if they have previously taken Livestock Production) or Small Animal Management paired with Equine Science. During this two-year period, class projects, field experiences, and guest speakers have been strategically selected in order to give students a broad-based exposure to the industry so that all students can select an area of specialization for their Milestone projects and begin focusing on their specific plans for after high school.

In their third year, the students will take Practicum in AFNR – Veterinary Medical Assisting (if they have completed Veterinary Medical Applications) or Veterinary Medical Applications. For their fourth year, they will complete Practicum in AFNR – Veterinary Studies (if they have completed the first Practicum) or Practicum in AFNR – Veterinary Medical Assisting. The Practicum in AFNR – Veterinary Studies can be a two hour course or a three hour course, depending on if the student has acquired their Certified Veterinary Assistant Level 1 certification. If they have, they will be enrolled in the three hour course so that they can leave the school to work at their internship/job to continue acquiring hours and competencies for their Certified Veterinary Assistant Level 2 certification.

Students have the opportunity to take a number of electives to further their understanding of the Veterinary Science field. These electives include Livestock Production, Small Animal Management, Wildlife, Fisheries, and Ecology Management, Professional Standards in Agribusiness, Agribusiness Management and Marketing, and Equine Science. Principles in Floral Design is offered for students to acquire their Fine Arts credit, Advanced Animal Science to acquire their fourth science credit, and Mathematical Applications in Agriculture to acquire their fourth mathematics credit for graduation.

This sequence of courses is designed for students to start out with a broad understanding of the Veterinary Science field and as they progress through it, they will determine their specialization in the field and what career/college options is best suited for them. In addition, they will have the opportunity to acquire knowledge and skills that will ensure they are prepared to enter the workforce with their certifications or pursue a college degree with a substantial head start in comparison to students that have graduated from this program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English / Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **9** |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |

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

Carl Wunsche Sr. High School strives to provide real world experiences for the students in their Career and Technical Education (CTE) courses, as well as incorporating that relevance in their core courses. Therefore, the expectation is that CTE teachers and core teachers will work hand-in-hand to integrate subject areas into each of their lessons.

In the Veterinary Science courses, concepts from Mathematics, Science, Social Studies, and English/Language Arts, are integrated daily through assignments, in-class activities, projects, experiments/labs, and hands-on learning. In the core courses, core teachers will plan with CTE teachers to determine how best to use the concepts that are currently being covered in the CTE classes in each of their lessons. For example, an English teacher will reach out the Veterinary Science teacher to identify the concepts that are currently being discussed in the Veterinary courses. In turn, rather than asking the students to write an expository paper over a broad topic, the students will be asked to write the expository paper over the concept that is currently being covered in the CTE course. While this requires additional planning and being proactive on the part of the teachers, it provides a rigorous and relevant education for the students in all of their courses.

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)

Carl Wunsche Sr. High School currently offers 30 different dual credit courses in conjunction with the Lone Star College System. There are 17 Advanced Placement courses available to our students and all of them have an open-access policy. With a campus enrollment of approximately 1500 students, there were 592 AP tests administered last year. Carl Wunsche Senior High School received recognition from College Board for our high levels of participation versus enrollment.

Spring ISD and Lone Star College are working aggressively to expand dual credit CTE offerings with the intention of ultimately providing Associate Degree opportunities across all pathways. Final preparations are ongoing that would allow students to earn articulated credit for the Equine Science course, as well as a few other courses that are specific to the Veterinary Science program. For students that are pursuing an Associate Degree in Veterinary Technology to acquire their Licensed Veterinary Technician license, the Veterinary Science program at Carl Wunsche Sr. High School allows the students to enter that degree program with almost half of their coursework complete. The beginning part of that degree program is essentially designed for the students to gain their Certified Veterinary Assistant Level 1 certification. Therefore, having completed that at Carl Wunsche Sr. High School, the student will enter the program further along than students who were not in the program at Carl Wunsche Sr. 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?** |
| Texas A&M University in College Station, Texas | Texas A&M University provides the Veterinary Science program and its students with multiple opportunities for field experiences, career exploration, curriculum development, and guest speakers. In addition, the University hosts Career Development Events in a wide range of topics related to Agriculture. | This partnership was developed with the Veterinary Science program in 2007. It was through the networking that the instructor provided, as well as the FFA, that this partnership evolved and is strongly maintained. |
| Sam Houston State University in Huntsville, Texas | Sam Houston State University is actively involved in the FFA chapter as a host university for Career Development Events and educational seminars and workshops. With its proximity to the high school, Sam Houston State University receives a number of students from Carl Wunsche Sr. High School Sr. High School who want to pursue a degree in Animal Science, Agribusiness, or Pre-Veterinary Studies. Therefore, the professors are a vital part of the curriculum development and program evaluation. | This partnership was developed with the Veterinary Science program in 2008. The instructor, as well as the FFA, allowed for this partnership to evolve and is why this partnership is maintained. |
| Prairie View A&M University in Prairie View, Texas | Prairie View A&M University has partnered with Spring ISD to provide students and programs with a solid partnership in a institute of higher learning. The University provides Career Development Events and Leadership Development Events for the FFA. In addition they attend all college fairs and nights, as well as agriculture-based activities that are held on campus and across the district. | We are currently on our 5th year of this partnership, as it was developed in 2012. It was through the networking with professors and students, the FFA, and the district partnership that this relationship was established and is maintained. |
| Texas A&M University – Kingsville in Kingsville, Texas | Texas A&M University – Kingsville provides students with opportunities to explore a career in the Veterinary field. Both parties hope that this partnership will allow for a direct feed into the Veterinary Technician program at the University for those students wanting to pursue a career as a Certified Veterinary Assistant or a Licensed Veterinary Technician. In addition, through the partnership of Texas A&M University – Kingsville and the College of Veterinary Medicine at Texas A&M University, the students of Carl Wunsche Sr. High School will have a direct pathway into the College of Veterinary Medicine should they wish to pursue that career. | This partnership came to fruition in 2016 through the networking at professional development conferences that the instructor attended. |
| Louisiana State University in Baton Rouge, Louisiana | Louisiana State University and Carl Wunsche Sr. High School partner to provide their Agriculture Science students with opportunities to student teach in a high school Agriculture program. While the program at Carl Wunsche Sr. High School is not a traditional Agriculture program, it has been stated that any teacher looking to gain experience in teaching Veterinary Science in a public high school should learn from this instructor and in this program. | This partnership began in 2016 when Carl Wunsche Sr. High School Veterinary Science Program was recommended to Louisiana State University from the professors at Texas A&M University as being the premiere program to gain experience in teaching Veterinary Science in the state of Texas. |

# **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)

The Texas Veterinary Medical Association (TVMA) expresses concern regarding the decrease in the number of certified assistants, licensed veterinary technicians, and veterinarians that are currently working in the field. While the demand continues to rise, the number of certified/licensed employees remains steady with a slight decline. Therefore, TVMA approved Carl Wunsche Sr. High School to teach the courses that will produce Certified Veterinary Assistants on Level 1 and Level 2. The certification allows the student to be available for employment immediately upon graduation. While serving as an entry-point into the career field, this also allows students to work part-time while simultaneously attending college with the goal of becoming a Licensed Veterinary Technician or a Licensed Veterinarian.

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)

One hundred percent of the students that graduate from the Carl Wunsche Sr. High School Veterinary Science program will graduate with at least 30 hours in an internship. Those students that obtain their Certified Veterinary Assistant Level 1 will complete a 500 hour internship, while those obtaining their Certified Veterinary Assistant Level 2 will complete a 1000 hour internship.

Students are offered the opportunity to job shadow and intern with veterinarians so they may experience, first-hand, what the career involved. They also work side-by-side with veterinarians, licensed veterinary technicians, and certified veterinary assistants on community service projects and volunteering. The students receive real veterinary training at the partnering veterinary clinics and in the Wunsche Pet Clinic (located in the high school). In turn, they obtain a working knowledge of what they will have to achieve, academically and physically, in order to pursue a career in Veterinary Medicine. By participating in various real world scenarios, the students are exposed to the real-life world of Veterinary Medicine. They get an advanced look at how to handle various situations that they would normally have to wait years to experience.

School events also help in the development of the students by having them compete in competitions against other programs throughout the state. These competitions evaluate their knowledge and skills and are judged by current veterinary professionals who provide accurate feedback to the students from a real world perspective.

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** |
| Certified Veterinary Assistant Level 1 | American Red Cross – Canine First Aid Certification |
| Certified Veterinary Assistant Level 2 | American Red Cross – Feline First Aid Certification |
|  | EDEN – Emergency Management and Agrosecurity Certification |
|  | Occupational Safety and Health Administration 10 Hour Safety Certification |
|  | Quality Counts Verification Certification |
|  | Hills Veterinary Nutritional Advocate – Level 1 |
|  | Hills Veterinary Nutritional Advocate – Level 2 |
|  | Hills Veterinary Nutritional Advocate – Level 3 |
|  | Customer Service Certification |

1. Please describe how you ensure the instructors teaching this program of study keep up-to-date on advancements in the workplace, such as participating in externships and/or requirements to have current industry credentials. (100 word limit)

The Veterinary Science instructor is a certified Agriculture Science teacher in Texas. She is a member of the Vocational Agriculture Teacher Association of Texas, and is required to attend professional development workshops each year to ensure that she is utilizing innovative strategies and technology. In addition, she is Licensed Veterinary Technician. In order to maintain this license on the state and national level, she is required to attend continuing education conferences throughout the year. These conferences allow her to stay abreast of the current trends and issues facing Veterinary Medicine, and in turn, keeps her students up-to-date as well.

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?** |
| Northwest Animal Hospital in Houston, Texas | This partnership allows for the students to observe and participate in small animal live surgical demonstrations in the veterinary surgical suite at Carl Wunsche Sr. High School Pet Clinic. In addition, the veterinarian provides students with internship opportunities, guest speaker events, and real-world application of skills and knowledge. | This partnership was developed through networking with the veterinarians and teacher. It has been on-going since 2007. |
| Spring Independent School District Police Department K9 Unit in Spring, Texas | This partnership provides students with guest speaker events and real-world application of knowledge and skills through the care of the K9 officer. | This partnership was developed in 2007 through the interaction of the K9 Unit and the school. |
| Conroe Vet Clinic in Conroe, Texas | This partnership allows for the students to observe and participate in large animal live surgical demonstrations in the veterinary surgical suite at Carl Wunsche Sr. High School Pet Clinic. In addition, the veterinarian provides students with internship opportunities, guest speaker events, and real-world application of skills and knowledge. The veterinarian also serves as the large animal veterinarian for the FFA. | This partnership was developed through networking with the veterinarians and teacher and has been maintained since 2008. |
| Treashwig Veterinary Clinic in Spring, Texas | This partnership provides students with internship opportunities, guest speaker events, and real-world application of skills and knowledge. | This partnership was developed through networking with the veterinarians and teacher and has been maintained since 2008. |
| Critter Fixer in Spring, Texas | This partnership provides students with internship opportunities, guest speaker events, and real-world application of skills and knowledge. | This partnership was developed through networking with the veterinarians and teacher and has been maintained since 2009. |
| TGR Exotics in Spring, Texas | This partnership allows for guest speaking opportunities and field experiences for students to explore Veterinary Medicine as it relates to zoo animals, wild animals, and rehabilitation. | This partnership was developed through networking with the veterinarians and teacher and has been maintained since 2009. |
| Aldine Animal Hospital in Houston, Texas | This partnership provides students with internship opportunities, guest speaker events, and real-world application of skills and knowledge. | This partnership was developed through networking with the veterinarians and teacher and has been maintained since 2010. |
| My Family Vet in Spring, Texas | This partnership provides students with internship opportunities, guest speaker events, and real-world application of skills and knowledge. | This partnership was developed through networking with the veterinarians and teacher and has been maintained since 2011. |

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

The Veterinary Science program prides itself on serving the community through a variety of community service events. The students develop informative workshops that are open to the community. The workshop topics have included Canine and Feline First Aid, Pet Dental Care, and Proper Transportation Restraint of Animals. In addition, the Wunsche Pet Clinic, which is open to the school and community, provides affordable and quality pet care to our community members, thus building a solid clientele base and community support for the program and school.

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

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| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Wunsche Early Learning Academy at Carl Wunsche Sr. High School | The Early Learning Academy at Carl Wunsche Sr. High School allows for the Veterinary Science students to promote Veterinary Medicine to young children, as well as educate the public about the importance of Veterinary Medicine and proper animal care. The provide the children with resources, knowledge, and basic skills (age appropriate of course) that they can use to ensure their pets are taken care of properly. | This partnership was developed through integration in 2007. |
| Southwest Dairy Farmers, Inc. based in Sulphur Springs, Texas | Southwest Dairy Farmers, Inc. provides students with field experience opportunities, as well as hands-on guest speaker events at the school and at other venues in the district. | This partnership was established in 2007 through networking between the organization and the teacher. |
| Texas Farm Bureau based in Waco, Texas | Texas Farm Bureau provides students with field experience opportunities, as well as hands-on guest speaker events at the school and at other venues in the district. | This partnership was established in 2007 through networking between the organization and the teacher. |
| Spring Livestock Show in Spring, Texas | The Spring Livestock Show offers students the opportunity to exhibit projects through the FFA, provide community service to the district and surrounding areas, as well as educate the public about agriculture and proper care of animals. | This partnership was established in 2007 through networking between the Show and the teacher. |
| Reptile Hospice and Sanctuary of Texas based in Snook, Texas | Reptile Hospice and Sanctuary of Texas provides students with field experience opportunities, as well as hands-on guest speaker events at the school and at other venues in the district. | This partnership was established in 2010 through networking between the Sanctuary and the teacher. |
| Pet Fest in Old Town Spring in Spring, Texas | The Pet Fest event provides students with the opportunity for community outreach, educating the public, and demonstrating their knowledge and skills learned in the program. In addition, students promote the Veterinary Science program and the Wunsche Pet Clinic to increase student involvement and the client base of the clinic. | This partnership was established in 2008 through networking between the Event and the teacher. |
| Houston Livestock Show and Rodeo in Houston, Texas | The Houston Livestock Show and Rodeo offers students the opportunity to exhibit projects through the FFA, provide community service to the district and surrounding areas, as well as educate the public about agriculture and proper care of animals. | This partnership was established in 2007 through networking between the Show and the teacher. |

# **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).