# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the sixth 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 learner 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;
* Providing concrete data on the program of study’s impact on learner achievement, success at both the secondary and postsecondary levels and meeting the needs of underserved populations; and
* Delivering high-quality and effective instruction.

**ELIGIBILITY**

* This award is open to any public 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 learner achievement will not be eligible for consideration.
* If your program has received in an Excellence in Action award from Advance CTE 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 21, 2018 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/2019-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 learner data.
* 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;
* 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 8-10, 2019 at the Advance CTE Spring Meeting; and
* Discounted rate to the Advance CTE Spring Meeting

**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/2019-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: Dental Assisting/Assistant
2. Point of Contact  
    Name: MaryAnn Volders

Email Address: mavolders@cpi.edu

Phone Number: 814-359-2793, ext. 240   
Address: 540 North Harrison Road

Pleasant Gap, PA 16823

1. Applicant’s School/College: Central PA Institute of Science and Technology
2. State: Pennsylvania
3. Type of institution (click the box to check)

**X** Area technical center

☐ Career academy

☐ Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

|  |
| --- |
|  |

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

☐ Agriculture, Food & Natural Resources Career Cluster

☐ Architecture & Construction Career Cluster

☐ Arts, A/V Technology & Communications Career Cluster

☐ Business Management & Administration Career Cluster

☐ Education & Training Career Cluster

☐ Finance Career Cluster

☐ Government & Public Administration Career Cluster

**X** Health Sciences Career Cluster

☐ Hospitality & Tourism Career Cluster

☐ Human Services Career Cluster

☐ Information Technology Career Cluster

☐ Law, Public Safety, Corrections & Security Career Cluster

☐ Manufacturing Career Cluster

☐ Marketing Career Cluster

☐ Science, Technology, Engineering & Mathematics Career Cluster

☐ Transportation, Distribution & Logistics Career Cluster

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

The Dental Assisting Program has been officially recognized as a program of study by PDE since 2010, but the program started at the Central PA Institute of Science in 2007 as a Tech Prep program. Both the secondary and postsecondary students follow the same program of study with the difference being the time that it takes to complete the program (900 hours for post-secondary students and 3 years at ½ days for secondary students). Dental science instruction includes content in dental materials, dental radiography, oral anatomy, histology, oral embryology, oral pathology and therapeutics and assists students in performing chair side assisting, related office duties, selecting dental office laboratory procedures and dental radiography under the supervision of a licensed dentist.

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

**X** Rural

☐ Other

1. Please describe how your program of study was developed and how it ensures learners are academically and technically prepared for both postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and continue to be involved in the 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 learners 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)

To develop the Dental Assisting Program of Study, a committee was established which included statewide representation from business and industry, instructors and administrators from secondary and postsecondary education, and other interested parties. A blended competency list was developed from submissions of competency lists from career and technical education programs across the state. Then national competencies were included from sources such as Career and Technical Education Consortium of States (VTECS), Multistate Academic Vocational Curriculum Consortium (MAVCC) and Occupational Information Network(O\*NET). The POS committee validated and aligned these materials to an end of program assessments and industry certification exams and expectations.

The POS were aligned to high priority occupations, as established by the Pennsylvania Department of Labor and Industry. This ensures that successful graduates will have access to local employment opportunities that provide a life-sustaining wage. Each POS incorporates elements of secondary and postsecondary education and includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. This includes the opportunity for secondary education students to earn postsecondary education credits through articulation agreements with participating postsecondary institutions, which could lead to an industry recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

To maintain the program of study, the PA Department of Education regularly convenes educators and industry representatives from around the state to review the associate competencies and to ensure they meet the needs of the current and changing workforce. The CPI Dental Instructor participates in these activities along with representatives from her OAC to ensure that our school is part of the maintenance of the program of study. While tasks cannot be removed from the state-mandated program of study task list, the Dental Assisting OAC at CPI meets two times each year to determine additional tasks that need to be added to ensure CPI Dental students are successfully prepared to enter the workforce or continue with their post-secondary education upon graduation. All of our program instructors are expected to have a post-secondary education representative on their OAC to ensure they are part of the development and maintenance of additional competencies for the Dental Assisting program.

# **LEARNER 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 learner achievement will not be eligible for consideration. (100 word limit)

**Secondary:**

The beginning class learns the fundamentals of dental assisting. They learn the history, qualities of a DA, teeth numbers and locations, and soft skills to be successful after graduation. They work with the advanced students in the mobile unit at the end of the year. The advanced class consists of 11th and 12th graders. They focus on the DANB Radiology Board Exam which is needed to be employed in the field. They learn to assist with all dental procedures while strengthening their soft skills such as communicating effectively with patients. They work the mobile dental unit throughout the year. Last year, after completing their externships, ,2 students went on to post-secondary schools and 6 students went into the workforce.

**Postsecondary:**

The adult class ranges in age form 18-70. They come from all backgrounds and races. They learn the entire curriculum to prepare them for further schooling or to enter the workforce after graduation. They work the mobile unit in October and November. At the end of the program, they complete an externship in a dental office. They end with certificates in: Radiology, Infection Control, BLS Healthcare CPR/AED, and OSHA. Last year, 5 of 6 students entered the workforce.

**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. Additionally, only include data where learners 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 | 2015-16 | 2016-17 | 2017-18 |
| **SECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | 432 | 535 | 488 |
| What is the total number of minority learners served by your school/institution? | 14 | 18 | 19 |
| What is the total number of low-income learners served by your school/institution? | 199 | 252 | 230 |
| What is the total number of learners with disabilities served by your school/institution? | 127 | 163 | 163 |
| What is the total number of English language learners served by your school/institution? | 3 | 4 | 3 |
| **What is the total number of learners served by your program of study?** | 20 | 23 | 19 |
| % male learners in program of study | 5% | 4% | 5% |
| % female learners in program of study | 95% | 96% | 95% |
| % minority learners program of study | 5% | 4% | 5% |
| % low-income learners program of study | 46% | 47% | 47% |
| % learners with disabilities program of study | 15% | 22% | 32% |
| % English language learners program of study | 0% | 0% | 0% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 100% 5/5 | 0% | 38% 3/8 |
| % of learners in program of study who earned an industry-recognized credential | 100% | 100% | 100% |
| % of learners in program of study who participated in work-based learning | 100% | 100% | 100% |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | 100% | 25% 2/8 | 25% 2/8 |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 0% | 75% 6/8 | 75% 6/8 |

|  |  |  |  |
| --- | --- | --- | --- |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | 618 | 486 | 429 |
| What is the total number of minority learners served by your school/institution? | 32 | 22 | 27 |
| What is the total number of low-income learners served by your school/institution? | 178 | 157 | 202 |
| What is the total number of learners with disabilities served by your school/institution? | 0 | 0 | 0 |
| What is the total number of English language learners served by your school/institution? | 0 | 0 | 0 |
| **Total number of learners served by your program of study** | 7 | 13 | 5 |
| % male learners in program of study | 0% | 8% | 0% |
| % female learners in program of study | 100% | 92% | 100% |
| % minority learners in program of study | 29% | 15% | 0% |
| % low-income learners in program of study | 71% | 56% | 50% |
| % learners with disabilities in program of study | 14% | 15% | 60% |
| % English language learners in program of study | 0% | 15% | 0% |
| **Other relevant *demographic* data from your program of study** |  |  |  |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible) | 100% | 100% | 100% |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | 100% | 100% | 100% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | 100% | 77% | 75% |
| % of graduates in program of study who transitioned to further postsecondary education (who were eligible) | 0% | 15% | 20% |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data. If you are missing any data, please explain why and how you measure success.

The data provided in the above chart is the information reported in the PA Information Management System (PIMS) and the ACF report. The reports can be found at [www.education.pa.gov](http://www.education.pa.gov). This information is not publicly accessible since the website requires specific login information for each school. We are required to report this information each year to PDE and they complete an audit of the information to ensure that our numbers are accurate based on enrollment data combined with information provided by our partner schools.

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

The Central PA Institute of Science and Technology provides all 8th and 9th grade students with a Career Day opportunity where they spend the day getting to know our programs and instructors. All students are welcome at CPI and we have an open enrollment policy into all programs. When programs reach their maximum enrollment, we counsel students to choose other related programs or we look to hire assistant instructors to accommodate the students. CPI offers has a Student Support Services Department that assists students with assessments, academics, school-to-work transitions, internship, externships, capstone experiences, and tutoring services. If additional services are needed for diverse learners, CPI partners with the sending schools and Intermediate Unit to offer the necessary support services to ensure individual student success. Finally, all 7-12 students in each of our sending schools receive information about CPI to ensure they have awareness of what is available to them.

1. How do you ensure learner success, especially of those who from diverse backgrounds? Please provide examples of what supports you offer learners. (150 word limit)  
     
   CPI has access to instructional assistants, the Intermediate Unit, and CareerLink. These agencies assist students with tutoring services and job placement. They assist students with the transition from displaced homemakers, single parents as well as other members of special populations, the assistance to continue their education and prepare for high demand, high wage, and high skill occupations. The Centre County CareerLink plays an integral role in the transition of special population students. CPI's students, instructors, Cooperative Education coordinator, Vice President, Secondary Education, and sending school teachers work together to assist with transition planning. Instructors use industry connections to pair students with employers. A guest speaker series is used to provide information to current and future students regarding job opportunities, salaries, and success stories. Field trips to work sites with diverse populations are offered to students to demonstrate the success of various career and technical education students in the workforce.
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)

As a SkillsUSA Advisor, the instructor regularly incorporates soft skills into the program. One example is that students must role play with patients daily. The program has had 2 national SkillsUSA champions, 11 state champions, 12 district champions, and an average of 10 SkillsUSA members a year from my program.

1. Describe how career guidance/advisement is integrated into your program of study to support learners’ completion of the program of study and entry into additional education/training and/or a successful career. Describe how you recruit students into CTE programs. 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)

Dental Assisting recruits 8th and 9th graders into the program during Career Days. Each student visits the program for 10 minutes and the current students highlight their program. Last year, they used a Miss America theme. Information was provided about how all contestants must bleach their teeth and get braces. Many of the tasks involved are completed by dental assistants. The visiting students pick 3 areas where they spend additional time. We utilize our clinic by having them complete hands-on tasks. This process works very well. After students enroll, the instructor meets individually with them during the first week of school to discuss their interest in the program, which path they plan to take (career or academic), and what they want to achieve. The instructor creates individual plans for each student so they are motivated to complete the program. Each student completes the Penn College Now course Career Exploration. All partner school students and their families receive two CPI newsletters each year highlighting the activities taking place at CPI. Further, students have the opportunity to “Bring a Friend to CPI” so that they can spend time in the Dental classroom getting to know the students, instructor, curriculum, and expectations.

16. Which technical, academic and/or employability 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 | \*CC.3.5.11-12.D. The students must determine the meaning of key terms when defining dental related terms and abbreviations when charting dental procedures.  \*CC.3.5.11-12.F. The students must analyze the authors purpose and provide an explanation of OSHA regulations with respect to dental occupations.  \*CC.3.5.9-10B. The students must read about Anatomy and Physiology and determine the central ideas and apply them in order to recognize: parts of teeth, anatomy of head and neck, and landmarks and structures of the face and tissues of the mouth. |
| Career Cluster or Technical Standards | \*Health Sciences Careers standards 1-6. The students must search ONET to identify dental assistants’ roles and functions.  \*Health Sciences Careers standards 1-6. The students are required to perform CPR/AED procedures and recognize medical emergencies. |
| Employability Standards | \*CC.3.5.9-10.C. The students must follow a complex multistep procedure to practice appropriate personal hygiene.  \*CC.3.5.9-10B. Students must read about general safety standards and determine the central ideas of the text to ensure their own safety in regards to dealing with infectious diseases.  \*CC.3.6.11-12.B. Students must write arguments focused on ethical behavior in the healthcare setting. |
| Other | \*CC.3.5.11-12.C. The students must follow complex multistep procedures to properly learn how to wash and glove hands, prepare instruments, perform disinfection and sterilization procedures in a safe manner; all of which are required daily for a dental assistant.  \*CC.3.5.11-12.C. The students must follow precise and complex multistep procedures to safely expose a panoramic, bitewing, occlusal, and full mouth series of radiographs to ensure both patient and operator radiation safety throughout the procedures.  \*CC.3.5.11-12.J. Students must read and comprehend very technical textbooks independently in order to study for the Dental Assisting National Board Radiology and Infection Control Board Exams. |

# **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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **9** | Academic English 9, Honors English 9, English 9 | Algebra I, Algebra II,  Honors Algebra I, Honors Algebra II | Biology, Academic Biology, Honors Biology, Science 9 | Geography, World Cultures, Honors Geography | PE & Health, Arts & Human Elective, and Foreign Lang. I | History of Dental Assisting, Legal Aspects, Anatomy and Physiology, Infection Control |
| **10** | Academic English 10, Honors English 10, English 10 | Algebra II, Honors Algebra II, Geometry | Chemistry, Academic Chemistry, Honors Biology/Chemistry | US History, Honors US History | PE & Health, Arts & Human Elective, and Foreign Lang. II | Clinical Dentistry, Oral Embryology, Oral Pathology, Patient Care, Medical Emergencies |
| **11** | Academic English 11, Honors English 11, English 11 | Algebra II, Geometry, Trig/Pre- Calculus, Algebra II | Chemistry, Physics, Honors Biology/Chemistry | American Govt and Econ., Honors Govt, Honors Economics | PE & Drivers Ed,, Arts & Human Elective | Radiation Safety and Production, Oral Radiography, Preventative Dentistry, Restorative Dentistry |
| **12** | AP English 12, Honors English 12, English 12 | Geometry, Trig/Pre- Calculus, AP Calculus, Statistics | AP Biology, AP Chemistry, Biology II, Chemistry II, Physics, Chemistry | Honors Government and AP Government | PE,, Arts & Human Elective | Restorative Dentistry continued, Specialized Dentistry, Preparation for Employment, Practice Management |
| **13** |  |  |  |  |  | History of Dental Assisting, Legal Aspects, Anatomy and Physiology, Infection Control, Clinical Dentistry, Oral Embryology, Oral Pathology, Patient Care, Medical Emergencies, Radiation Safety and Production, Oral Radiography, Preventative Dentistry, Restorative Dentistry, Restorative Dentistry continued, Specialized Dentistry, Preparation for Employment, Practice Management |

1. How do you ensure that CTE instruction and coursework is integrated with core academics? Please provide one, specific example.

I ensure that my CTE instruction and coursework is integrated with core academics because we are required to use a program called Guides4learning. We must provide our lesson plans to our administration that lists which core academics are included with each day’s lesson. One example would be using the Dental Terminology T-chart on Measure and/or Compare angles in Degrees. M11.B.2.1.1 Hygienists do not carry around a protractor to measure angles, so it is vital that they learn to quickly identify angle measurements through estimation. This lesson has students using Blacks instrument classification to correctly chose instrument angles for the procedure the doctor will perform. The students will measure and/or compare angles in degrees using a provided protractor. Please see Supplemental Materials.

1. List the opportunities for learners 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)

**Articulations:** Harrisburg Area Community College, Westmoreland County Community College, Manor College, Harcum College, and Greater Altoona Career and Technology Center.

**Capstone:** Graduating program students can capstone in local dentist offices. The following are a few of the many offices that have invited students in to shadow or extern: Scenery Park Dental Associates, Brungo Family Dentistry, John Carder DDS, Centre Cosmetic Dentistry, Countryside Dental, David Curtis DMD, Chris Devlin DMD, Dr. Younkins and Assoc, Nittany Dental Assoc, Derrill Finch DDS, Hometown Dental, Harvey Israel DMD, Donald Marks Family Dentistry, Mountain Family Dental, Oral and Maxillofacial Surgery, Pediatric Dental Care, Roan and Assoc, Central PA Endodontics, Pelka Endodontics, University Dental Care, Schuchert Orthodontics, Bellefonte Family Dentistry, Nicole Carnicella and Assoc, and State College Orthodontics.

**Credit Articulation:** Penn College Now courses: Introduction to Health Careers and Dental Terminology.

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?** |
| Pennsylvania College of Technology | I am approved to teach the PCN Dental Terminology class in my CPI program that provides the completers with college credits. My students take the Career Exploration class for credits with the Medical Science students at CPI. | 3 years. CPI works directly with the Penn College Now program. When a course comes up in my field of study, I am contacted by our career counselor to see if I want to become approved to teach it. |
| UNT Health Science Center | The Regional Forensic Odontologist is on my OAC and provides direct help with the Forensic lessons and provides feedback on the entire curriculum at my OAC meetings. | 5 years. I personally contacted him to see if he could help me with my forensic lessons and he has increased his support form there. |
| Central Pennsylvania Institute of Science and Technology | Students that are not able to complete the program on the secondary level may return and finish their certificate of competition in the post-secondary program. | 12 years. It is a continuation of the CPI Secondary Dental Assisting Program. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. 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. What labor market data does your program of study use to align to workforce needs? (250 word limit)

The Dental Assisting program has a highly involved Occupational Advisory Committee (OAC). It is comprised of representatives from across the dental field including dentists, assistants, hygienists, EFDA’s, office managers, a forensic dentist, front desk coordinators, hygiene students, and parents. An average meeting is 3-4 hours in length. We discuss current textbooks, the curriculum being utilized, equipment, new procedures and techniques, Program of Study, certifications, community service projects, etc. When it comes to the POS, equipment, new procedures and techniques, each representative gets to talk about what they would like to see done and any changes we need to make. After everyone has spoken, they have a discussion and make a motion for something to be added, changed, etc. to ensure the success of my program and the success of the students entering the workforce or the post-secondary educational setting. In addition, CPI uses labor market data from multiple sources to align workforce needs and ensure that appropriate employment opportunities exist. These sources include: O\*Net, PA Department of Labor and Industry, Centre for Business and Industry Centre County, and the Central PA Workforce Development Board. CPI administrators have “Lunch at CPI” events where they engage local business and industry representatives to ensure that students are prepared to enter the workforce in all program areas. Finally, OAC members complete an anonymous survey two times each year highlighting our strengths and weaknesses for further program development.

1. Are ALL learners in the program of study required to participate in a work-based learning opportunity? Please describe the work-based learning opportunities available to learners who participate in this program of study. (250 word limit)

All my students are required to participate in work-based learning. We have a Mobile Dental Unit that has two operatories in it to work on patients at local nursing homes 3 x month. Each student is required to work their assigned days and assist our staff dentists with the procedures. This includes seating the patient and talking to them to make them feel more comfortable, setting up and tearing down the operatory, assisting the dentist with the procedure, charting treatment, exposing radiographs, and completing pre-authorizations. The mobile unit is an extension of the student’s classroom experiences and strengthens not only their assisting skills, but their soft skills as well.

We also hold a large event called CPI Give Kids A Smile. We provide free dental work on local children. The event starts at the reception area where they have the patients fill out medical/dental health history forms. They play fun and educational games in the “waiting” area to keep the patients occupied while waiting for their appointments. The students process all the contaminated instruments in the sterilization area and return the sterile instruments back to the operatories. Lastly in the clinic, they set up and tear down the operatories, expose any needed radiographs, an assist the dentists with procedures. We generally see anywhere from 60-100 children and provide an average of $5,000.00 in free dental care. The event provides the students with a priceless learning opportunity.

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** |
| DANB Infection Control Certification | DANB Radiology Certification |
| OSHA Bloodborne Pathogens/ Infection Control Training Certificate | BLS Healthcare Provider CPR/AED |
| Act 31 Child Abuse Training Certificate |  |
| Ergonomics Training Certificate |  |

1. Please provide information **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?** |
| Dr. Cheri Basco,  Scenery Park Dental Associates | Mobile unit dentist that works directly with the CPI Dental Assisting students to perfect their assisting skills on live patients. | 7 years. An ad was placed in the local paper and Dr. Basco was interviewed and hired as the mobile unit staff dentist. |
| Dr. April Detar,  Dentistry by April Detar | Mobile unit dentist that works directly with the CPI Dental Assisting students to perfect their assisting skills on live patients. | 2 years. Last school year we sent out letters to all local dentists advertising an opening for a second staff dentist. Dr. Detar was interviewed and hired as an additional mobile unit staff dentist. |
| Dr. Richard Miller,  Bellefonte Family Dentistry | Give Kids a Smile Day volunteer dentist that provides an opportunity for my students to work on live patients. | 3 years. We had asked the previous office owner to help and he said yes. When he hired Dr. Miller, I had asked him to help and he agreed and has been every year since. |
| Central PA Endodontics | Co-hosted a continuing education class at CPI in order to promote our EFDA program we are trying to get approved. Their office manager and reception coordinator are on my OAC and provide mock interviews for all graduates. | 12 years. They served on the original committee to get the Dental Assisting program started at CPI. They have been on my OAC since my first year at CPI 11 years ago and have been extremely active in helping with the EFDA program approval. |

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

* 2013 Exemplary Career and Technology Program Award Winner. Please see Supplemental Materials.
* 2015 Carl J. Schaefer National NOCTI Award Winner. Please see Supplemental Materials.
* Emails supporting the program and asking to hire my graduates. Please see Supplemental Materials.
* 100% Advanced on NOCTI Written and Performance Exams 2018-2018
* CPI Dental Assisting Stats 2008-2018
* Students Entering Workforce – 84
* Students Entering Post-Secondary – 24
* CPI SkillsUSA Stats 2008-2018
* National Champions - 2
* PA State Champions - 11
* Total Medal Winners – 29

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?** |
| Careers on Wheels/Spring Township Police Department | Provides another opportunity for my students to utilize their soft skills and clinical skills to instruct children on the proper way to brush and floss. | 3 years. They contacted us when it first started to see if we would participate and we have been going back every year since. |
| Centre Dental Society | Dentists that belong to the society will come in as guest speakers throughout the year presenting on different topics and the committee sponsors a $400 award for certificate night. | 9 years. Dr. Basco asked me if I wanted to come talk at a meeting about the dental assisting program. They have continued their support ever since that meeting. |
| Centre Hall Grange Fair Committee | Provides another opportunity for my students to utilize and strengthen their soft skills as well as clinical skills working on live patients. | They contacted me about bringing the mobile unit to the Grange Fair to provide free school dental screenings. It was such a success that next year we will be providing free dental exams and cleanings as well as school screenings. |

# **SUBMIT YOUR APPLICATION**

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* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2019-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! You will know the status of your application by January 22, 2019. 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 learner 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).

Letters of Support

Supplemental Materials