# **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: Commercial Residential Construction
2. Point of Contact  
    Name: Nancy Liddle

Email Address: Nancy.Liddle@neric.org

Phone Number: 518-862-4823  
Address: 1015 Watervliet Shaker Road, Albany, N.Y. 12205

1. Applicant’s School/College: Capital Region BOCES Career and Technical School (Schoharie Campus)
2. State: New York
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

X 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 Commercial/Residential Construction program has been in place at the Schoharie Career & Technical School since 1985 and has been taught by Mr. Rouleau since 2010. Topics of study include workplace safety and management, hand & power tools, blueprints, layouts and codes, green construction practices, structures, form construction and rough framing. Employability and communication skills are key in this program. There are college articulation agreements with SUNY Alfred, SUNY Cobleskill, SUNY Delhi and Hudson Valley Community College. Students are encouraged to pursue post- secondary education.

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)

The Commercial/Residential Construction program was developed as a result of workforce demand and a shortage of skilled construction workers in the region. Business and educations leaders including secondary and post-secondary, serve on an advisory board that reviews and approves the curriculum to ensure the content is rigorous and meets industry standards. Secondary math and English teachers from component school districts meet with CTE English and math teachers and review curriculum and make modifications as needed to ensure all NYS education requirements are met. The NY state board of regents approved regulations that establish multiple pathways to graduation for all students. Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. Students who successfully complete all requirements earn a technical endorsement to be designated on the high school diploma. This endorsement carries the same value and prestige as an NYS Advanced Regents Diploma and communicates to future employers that the student is highly skilled in a technical field and is career ready.

Post-secondary educators from SUNY Morrisville, SUNY Cobleskill, SUNY Delhi and Questar BOCES play an integral role the program. Students are encouraged to pursue post- secondary education. Advisory members meet three times a year to review the program content, bring to our attention what’s current in industry and make recommendations for improvement. Curriculum content must be approved by the New York State Education Department every five years. The program curriculum is based on standardized craft training programs developed by the National Center for Construction Education and Research (NCCER). First year students are taught construction drawings, power tools, hand tools, construction math, basic safety and building materials and fasteners. Second year students are taught floor systems, walls & ceilings, roof framing, properties of concrete and soils. Career & Tech applied math is team taught with a certified math teacher along with the CTE teacher. Students learn to use math concepts, specific to their career and technical field and present evidence of lab work and projects in their portfolio. English 12 also referred to as Technical Communication & Portfolio, is part of the second-year program and is also team-taught by a NYS Certified English Teacher. Students create a portfolio highlighting their Career & Tech abilities and communication skills. This portfolio includes a resume, work samples, career-related reading, writing and research, are extremely beneficial for the student and are used for college courses and employment applications and interviews.

Construction jobs in the region show a growth of 11% new jobs through 2026 based on the New York State Department of Labor and the US Bureau of Labor and Statistics. Each student receives an employability profile that includes the following characteristics; responsibility, work ethic, professionalism, interpersonal skills, teamwork, response to supervision, problem solving, time management, and general workplace technology. These attributes, when advanced or proficient by the student, make them employable and marketable in the workplace as all skills are transferrable and valuable. The skills gained in this program give students a competitive advantage in their career, college, and future.

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# **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)

The demographic data for 2017/2018 school year indicates that 100% of students who participated in the program graduated from high school, continued or pursued employment, higher education and military. As a secondary New York State funded school, we do not have the ability to capture postsecondary data. We rely on senior surveys and alumni surveys to capture our data.

**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?** | 1013 | 1122 | 1247 |
| What is the total number of minority learners served by your school/institution? | 22% | 20% | 23% |
| What is the total number of low-income learners served by your school/institution? | 60% | 60% | 60% |
| What is the total number of learners with disabilities served by your school/institution? | 26% | 23% | 27% |
| What is the total number of English language learners served by your school/institution? | 0 | 0 | 0 |
| **What is the total number of learners served by your program of study?** | 34 | 36 | 56 |
| % male learners in program of study | 91% | 92% | 89% |
| % female learners in program of study | 7% | 0.8% | 11% |
| % minority learners program of study | o% | 0% | 0% |
| % low-income learners program of study | 60% | 60% | 60% |
| % learners with disabilities program of study | 35% | 50% | 50% |
| % 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.) | 30% | 21% | 33% |
| % of learners in program of study who earned an industry-recognized credential | 100% | 100% | 99% |
| % of learners in program of study who participated in work-based learning | 100% | 100% | 99% |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 100% | 100% | 99% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | 30% | 21% | 33% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 70% | 74% | 67% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** |  |  |  |
| What is the total number of minority learners served by your school/institution? |  |  |  |
| What is the total number of low-income learners served by your school/institution? |  |  |  |
| What is the total number of learners with disabilities served by your school/institution? |  |  |  |
| What is the total number of English language learners served by your school/institution? |  |  |  |
| **Total number of learners served by your program of study** |  |  |  |
| % male learners in program of study | % | % | % |
| % female learners in program of study | % | % | % |
| % minority learners in program of study | % | % | % |
| % low-income learners in program of study | % | % | % |
| % learners with disabilities in program of study | % | % | % |
| % English language learners in program of study | % | % | % |
| **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) | % | % | % |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | % | % | % |
| % of graduates in program of study 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. If you are missing any data, please explain why and how you measure success.

As a secondary New York State funded school, we do not have the ability to capture postsecondary data. We rely on senior surveys, alumni surveys and alumni returning to our campus to capture our data. Success is measured by the many success stories that we are made aware of through local businesses and alumni. For example, recently seven alumni joined our advisory board as business leaders/ employees and spoke of their success as a result of their commercial residential program completion.

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

Capital Region BOCES Career and Technical School ensures equitable access for learners with diverse backgrounds by coordinating with component school districts career awareness of CTE programs.

Capital Region BOCES Career and Technical School serves 23 school districts comprised of rural, suburban and urban localities with many diverse backgrounds. This covers over 60,000 students. Programs are available to all students regardless of race, gender, sexual orientation, and socioeconomic status who have completed all 10th grade NYS education requirements. Students that have not yet met 10th grade requirements can be considered for service level programs. All programs receive certifications upon completion. BOCES ensures all educational leaders are trained to be culturally competent in order to treat each child as an individual.

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)

Capital Region BOCES Career and Technical School ensures learner success by offering a safe and supportive educational environment with access to on campus school counselor, school social worker, and special education teachers. CTE remains in full compliance with Committee on Special Education (CSE) IEP’s and 504 plans that component school districts have set in place. A CTE education representative is in attendance at all component CSE meetings regarding students in program. These students can receive in classroom supports in addition to resource rooms. Accommodations such as extended time, translation, assistive devices, etc. are made for all learners to ensure program delivery based on the student’s needs. Students receive daily grades and feedback. Each student is given a technical profile and an employability profile. These documents are discussed with the students twice a year and on an as needed basis if fallen below a proficient status.

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)

This program is affiliated with SkillsUSA and students actively participate in local, regional, state and national levels. Mr. Rouleau, commercial residential construction teacher, has been an active SkillsUSA as a chaperone and mentor for several years. One of the students placed 3rd in the national 2017 carpentry contest.

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)

Career guidance/ advisement is an integral part of the program. Career counselors support the students by taking an active role in their educational success and career choices. Counselors, work based learning coordinator, and business liaison attend component school districts to present career awareness to 8th-10th grade students. Presentations include visual aids of each BOCES campus and a program guide that provides information about each program. Campus tours are offered to each component district. Community presentations are provided as requested.

1. 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- National Center for Construction Education and Research | Each of the following NCCER modules are taught to the students by lecture and practical. Once a module is completed, students are tested. Upon completion of a module, the student receives an NCCER certificate:  -Construction Drawings  -Power Tools  -Hand Tools  -Construction Math  -Basic Safety  -Building Materials & Fasteners  -Floor systems  -Walls & Ceilings  -Roof Framing  -Properties of Concrete  -Soils |
| Career Cluster or Technical Standards | Architecture & Construction Career Cluster |
| Employability Standards | Employability standards include:  -Responsibility  -Work Ethic  -Professionalism  -Interpersonal skills  -Team work  -Response to supervision  -Problem solving  -Time management  -General workplace technology |
| 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.** Explain how your program of study ensures learners 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](https://cte.careertech.org/sites/default/files/PlanPathways-CareerCluster-AG-AgribusinessSystem.pdf) of the course sequence in lieu of filling out the chart below. **See attached curriculum map**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

**INTEGRATION**

Academic integration is provided in all CTE programs for a total of 90 minutes per week. While we understand that certain CTE programs have a limited amount of time due to curriculum or internship requirements, the potential for 90 minutes is being offered to each program. In addition, there is time built into all academic teachers schedules to have common planning time with their respective CTE teachers. A true model of integration requires that student work be *co-planned, co-developed and co-delivered*. Academic teachers have a common planning time every week. This allows for collaboration around integration and portfolios with an emphasis on commencement level work. **Example: PORTFOLIOS**-Students will begin collecting work samples that are content specific in their junior year. The students collect their math and science work and keep it in the portfolio. These portfolios are maintained for the students between their junior and senior years. Senior students collect additional work samples along with other English assignments including but not limited to presentations, business plans, research papers, and journal entries. Portfolios are publically displayed on portfolio day. We invite component school districts, advisory members, parents, guardians and the public to review and comment on each portfolio.

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 transcript credit articulation agreements. (250 word limit).

The Commercial/Residential Construction program has several opportunities for students to earn articulate agreements with colleges. Currently the following courses are approved:

SUNY Alfred: 2 Credit hours – Wood Fabrication Technology I (BLCT 1022)

2 Credit hours – Estimating I (BLCT 1132)

2 Credit hours – Masonry I (BLCT 1142)

3 Credit hours – Pipe Fitting – Math estimating (BLCT 3423

3 Credit hours – Plumbing Trade History & Safety (BLCT 3453)

SUNY Cobleskill: 1-2 Credits – Intro to Agricultural Engineering (AGEN101)

If students choose different colleges we will also honor requests coming in after the fact for approval for credits. The students also have multiply opportunities for capstone/work-based learning and Internships etc.

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?** |
| SUNY  Cobleskill | Advisory member, sponsor of local and regional SkillsUSA competition, SUNY Cobleskill Day competition and Construction Scholarship sponsor. College Articulation agreement. | Active over 10 years, developed with CTE Teachers and educational leaders. |
| SUNY  Alfred | Advisory member, sponsor of local and regional SkillsUSA competition. College Articulation agreement. | Active over 10 years, developed with CTE Teachers and educational leaders. |
| SUNY  Morrisville | Advisory member, sponsor of local and regional SkillsUSA competition. College Articulation agreement. | Active over 10 years, developed with CTE Teachers and educational leaders. |
|  |  |  |

# **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 commercial residential construction program is aligned with the needs of the workforce, community and the New York State Department of Labor. Students participate in many community events such as building sheds, fences, gazebo’s and podiums for the town, village, Kiwanis and other organizations. Students participate in work- based learning (WBL) at local businesses. WBL has always been an integral part of the commercial residential construction program. Mr. Rouleau, commercial residential teacher continuously makes sure that students are prepared for various work-based learning experiences and follows a coordinated training plan. The students participate in both on-site and off-site applied work based learning experiences. These experiences help the student make a connection between the classroom and the world of work.

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 student learners participate in work-based learning (WBL). The program provides a variety of applied learning experiences or WBL. These experiences consist of on-site WBL, off-site WBL, community service and worksite tours. In addition, the program brings in many outside presenters and trainers. The on-site WBL consists of various building projects for customers, mostly sheds. The off-site applied learning experiences are paid and un-paid Co-Operative learning experiences supervised by a NYS certified work-based learning coordinator. Currently students are interning at a location that makes caissons, heavy equipment employers, and cabinet makers amongst others. The class has been involved in many community service projects such as rehabbing a “Ronald McDonald” house, Jack’s Place, village pavilions destroyed by floods and split rail fence. We also take students to some of our business partners to tour worksites, gain awareness of the available worksites and to broaden their scope of knowledge as related to their industry. Business partners bring their employees to the classroom to demonstrate or train students in various construction related projects.

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** |
| NCCER | Yes |
| OSHA 10 | Yes |
| NYS DEC storm water erosion/ sediment control | Yes |
| Dig Safely NY | Yes |

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?** |
| MDRM | MDRM hosts field trips and provides work-based learning experiences for our students in the construction program. | This partnership has been active over the past two years and was developed by the work-based learning coordinator and community business liaison. |
| Jamaica Millwork | Jamaica Millwork provides work-based learning experiences for our students in the construction program. | This partnership has been active over the past four years and was developed by the teacher, work-based learning coordinator and community business liaison. |
| Lancaster Development, Inc. | Lancaster Development provides work-based learning experiences for our students in the construction program. Members of their company are active on the advisory board and have assisted with SKILLSUSA competitions. | This partnership has been active over the past four years and was developed by the work-based learning coordinator and community business liaison. |
| Laborers Local 157 | Laborers Local 157 play an active role in career fairs, student interviews, advisory meetings, program re-approvals and student scholarships. | This partnership has been active over the past ten years and was developed by the teacher and maintained by the teacher, work-based learning coordinator and community business liaison. |
| Operating Engineers Local 158 | Operators Engineers Local 158 hosts field trips and provides work-based learning experiences for our students in the construction program. Members of their union play an active role in career fairs, advisory meetings, program re-approvals, student scholarships and SKILLSUSA. | This partnership has been active over the past six years and was developed by the teacher and maintained by the teacher, work-based learning coordinator and community business liaison. |

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)

Success stories are endless, many of our alumni return to our campus and advise us of their opportunities that they have encountered as a direct result of the program and the life lessons taught. For example, during a recent visit to the Operators Union, we were advised of a past student that demonstrated simulator to the NYS Apprenticeship Director. A local company hired a student directly upon graduation and feedback has been more than positive on his skills and work ethic. One of the local carpenters unions promoted an alumni to a journeyman based on completion of the commercial residential program. The success stories continue every year and students are proud to return and share them.

26. 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?** |
| **Community Partnership**  Jack’s Place | Jack’s Place allowed the students in the construction program to gain real life experiences by working with business leaders in the construction industry on a rehabilitation project. | The partnership between CTE and Jack’s Place has been active over five years. |
| **Community Partnership**  Kiwanis /Schoharie Promotional | Kiwanis and Schoharie Promotional receive several community projects and often reaches out to the CTE Construction program for assistance. The program gained many work based learning hours and experiences on various projects through these partnerships such as making sheds, pole barns, split rail fencing and assisting with flood recovery in 2011-2012. Students gained knowledge and skills of the trade while learning the importance of giving back to the community. | The partnership between CTE and Kiwanis has been active over eight years. |
| **Community Partnership**  Albany-Saratoga chapter of United States Submarine Veterans | Albany-Saratoga chapter of United States Submarine Veterans reached out to CTE to help restore their US Submarine. Students  Created and installed metal railings for a submarine parade. The float is  Owned by the members of the Albany-Saratoga chapter of United States Submarine Veterans and modeled after a World War II-era submarine. Students earned work-based learning hours and valuable real-life experiences. They had to bend metal to fit the dimensions of the submarine, creating and polishing the railings, as well as installing them and repainted it. Students gained knowledge and skills of the trade while learning the importance of giving back to the community and veterans. | The partnership between CTE and the Albany-Saratoga chapter of United States Submarine Veteranshas been active for two years. |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* 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).