# **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: Health Science
2. Point of Contact  
    Name: Dahlia Acosta

Fabiola Armendariz

Email Address: dacosta@sisd.net

farmen03@sisd.net

Phone Number: 915-937-0351/915-422-9842

915-494-0155  
Address: Socorro High School

10150 Alameda Avenue

El Paso, TX 79927

1. Applicant’s School/College: Socorro High School Health Professions Academy
2. State: Texas
3. Type of institution (click the box to check)

☐ Area technical center

☐ Career academy

X Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

|  |
| --- |
| Career and Technical Education Program |

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 Health Professions Academy is a Career and Technical Education Advanced Academy that has served the students of the Socorro Independent School District in El Paso, TX for 28 years. The program consists of 4 health science pathways of which students can earn a National/State Industry Certification such as Dental Assisting Technician, Emergency Medical Technician, Pharmacy Technician, and Medical Assisting Technician. Students within the academy take AP/Dual Credited courses, and get real world experiences.

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

X Suburban

☐ 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 Health Professions Academy (HPA) is more than a high school program; it is a partnership between SISD, area colleges, universities and health care facilities to give students a foundation in healthcare professions, preparing them for an entry-level health professions and opportunities for dual credit. We currently house over 400 Freshman to Senior students in the Academy roughly 98% percent of our student population is predominantly Hispanic.

Through classroom instruction and hands on experiences, HPA prepares students to tackle the rigor and depth of college work in health professions and provides the option for quick entry into a health career immediately upon graduation. It features clinical rotations and externships in which students work side by side healthcare professionals at partner facilities. We offer students the opportunity to become certified and licensed to work as a Pharmacy Technician, Level one Emergency Medical Technician (EMT Basic 1), Medical Assistant, or Dental Assistant.

Our program holds advisory board committee meetings with healthcare professionals and educators which provides us insight to any new medical/health advances. They also offer opportunities that teach our students about leadership and keeps them involved with our community. Some examples are: the Student Board of Directors at Hospitals of Providence,Texas Tech's Double T Honors High School Program and UTEP's Medical Professionals Organization High School Chapter.

# **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 Health Academy is housed within Socorro High School, 98% of which is predominantly Hispanic. In 2016-2017 Data displays 88% students enrolled in Career and Technical Education programs, of which 22% of students belong to the Health Professions Academy. The data displayed portrays seniors which have graduated from the academy.

**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?** | 2,524 | 2,511 | Not Available |
| What is the total number of minority learners served by your school/institution? | 73 | 66 | Not Available |
| What is the total number of low-income learners served by your school/institution? | 2,038 | 1,959 | Not Available |
| What is the total number of learners with disabilities served by your school/institution? | 543 | 191 | Not Available |
| What is the total number of English language learners served by your school/institution? | 455 | 469 | Not Available |
| **What is the total number of learners served by your program of study?** | Senior Students  106 | Senior Students  102 | Senior Students  108 |
| % male learners in program of study | 30% | 45% | 45% |
| % female learners in program of study | 70% | 55% | 55% |
| % minority learners program of study | Data not available | Data not available | 2% |
| % low-income learners program of study | Data Not Available % | Data Not Available% | Data not Available % |
| % learners with disabilities program of study | Data Not Available % | 2% | 2% |
| % English language learners program of study | Not Available% | Not Available % | 1% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 100% | 100% | 100% |
| % of learners in program of study who earned an industry-recognized credential | 65% | 75% | 88% |
| % 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) | 90% | 96% | 98% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 80% | 80% | 92% |
| **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.

Data was obtained from Texas Education Agency links listed below. Data from 2018 is not available on website. HPA Data was obtained by student tracking and information provided by the students from college admission letters.

Data from 2015-2016

<https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016+Texas+Academic+Performance+Reports&_program=perfrept.perfmast.sas&prgopt=2016%2Ftapr%2Ftapr_spec.sas&ptype=P&level=campus&search=campname&namenum=Socorro&campus=071909001>

Data from 2016-2017

<https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2017&year2=17&_debug=0&single=N&title=2017+Texas+Academic+Performance+Reports&_program=perfrept.perfmast.sas&prgopt=2017%2Ftapr%2Ftapr.sas&ptype=P&level=campus&search=campname&namenum=Socorro+&campus=071909001>

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

Socorro Independent School District provides access of Career and Technical Education to all of the districts students with diverse backgrounds, ethnicity. Students are provided with ESL classes.

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)

Students are taught to embrace cultures and heritages, in order for them to be considerate of their patients diverse backgrounds. Students learn and research about cultural diversity and apply it in the classroom as well as outside of it. Students have access to tutoring and assistance for ESL learners.

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)   
     
   Our program is related to the Health Occupations Students of America (HOSA). The academy strongly encourages our students to participate in the competitive events as well as be part of the Area 4 officers. The students are encouraged to participate in and attend Fall and Spring Leadership events. Currently Socorro High Schools Health Professions Academy holds the President,Secretary, and Historian Chairs for Area 4.
2. 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)

Students are guided to obtain their technical industry certification and the high school level and to continue their postsecondary career in health care. During their Junior year in High School they attend clinical rotations which gives them the exposure to the vast majority of jobs that make up the health care system.Throughout the curriculum students explore the requirements needed for their job of choice, they use the websites such as Texashotjobs.org and O\*NET OnLine as resources. Our students recruit 8th grade students by showcasing their skills and talking about their individual experiences in the program. They attend advanced academy nights, SISD’s Career Awareness Showcase, as well as Career days at the middle schools.

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)

The Health Professions Academy follows the Texas Essential Knowledge and Skills for Career and Technical Education Chapter 130, Subchapter H. Health Science.

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | (C) Knowledge and Skills  (2) The student applies mathematics, science, English Language Arts, and social science in Health Science the student is expected to:  (A) interpret data from various sources formulating conclusions  (B) compile information from a variety of sources to create a technical report  (C ) plan, prepare, and deliver presentations  (D) examine environmental factors that affect homeostasis  (E ) relate anatomical structure to physiological functions  (F) distinguish atypical anatomy and physiology in the human body system |
| Career Cluster or Technical Standards | (C ) Knowledge and skills  (9) The student recognizes the importance of participation in extended learning experiences. The student is expected to:  (A) Participate in extended learning experiences such as community service, career and technical student organizations, and professional organizations;  (B) create a plan of action targeting the career and technical student organizations community service goal. |
| Employability Standards | (C) Knowledge and skills  (I) The student demonstrates professional standards/ employability skills as required by business and industry.  (A) Participate in a paid or unpaid, laboratory-or work based application of previously studied knowledge and skills related to health science.  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment.  (C ) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, commitment, leadership, appreciation for diversity, customer service, and adaptability  (D) Employ teamwork and conflict-management skills with increased fluency to achieve collective goals  (E ) Employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks. |
| Other |  |

**TEKS/Standards Retrieved from:**

[**http://ritter.tea.state.tx.us/rules/tac/chapter130/ch130h.pdf**](http://ritter.tea.state.tx.us/rules/tac/chapter130/ch130h.pdf)

# **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.

Students in the HPA program are required to complete the Public Service Endorsement Program. One or more endorsements enable a student to achieve a class rank in the top 10%. Socorro I.S.D is a default Distinguished Endorsement Plan District. All students graduate college and career ready. Successful transition to postsecondary education, work, and/or the military is one of the goals of SISD’s educational system.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** | Pre-AP English I | Pre-AP Algebra 1 | Pre-AP Biology | World Geography | Foreign Language  Fine Arts  PE/Athletics/Band | Principles of Health Science |
| **10** | Pre-AP English II | Pre-AP  Geometry | Pre-AP Chemistry | World History | Foreign Language  Professional Communication/Financial literacy/Athletics/Band | Anatomy and Physiology/ Medical Terminology  (Block 2 Periods) |
| **11** | AP/Dual Credit English III | AP/Dual Credit  Algebra II | Physics | AP/Dual Credit  US History | Athletics/Band  Foreign Language | Practical Health Science Rotations  (Block 2 Periods) |
| **12** | AP/Dual Credit English IV | AP/Dual Credit Calculus | AP/Dual Credit Biology, Physics, Physiology, Medical Microbiology, A&P | AP/Dual Credit Government/Economics | Elective  Athletics/Band | Practicum in Health Science II-EMT/Dental Assisting/Medical Assisting/ Pharmacy Technician (Block 2/3 Periods) |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

Socorro Independent School District has an “It’s Lit” initiative where we incorporate literature (reading and writing) across the curriculum. Students are able to apply learned knowledge in the classroom and directly incorporate it to their real world experience.

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)

Part of being an Advanced Academy means that our students are expected to take advanced courses from freshman to senior year. Our students begin to take AP/Dual Credit Courses throughout their high school experience. Our EMT program itself is dual credited with El Paso Community College.

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.

The Health Professions Academy prides itself in maintaining partnerships with various institutions. The Hospitals of Providence Board of Directors provided the opportunity for extended learning on healthcare topics such as ethics, cultural considerations, medical practices and equipment and how the hospital network operates along with finances. Through our students vested time we have been able to maintain that partnership and have been invited to apply for the 4th consecutive year. Texas Tech’s Double T Honor Society along with Desert Moutan AHEC is another partnership of which we have been a part of for the past 4 years. This organization provides our students with guidance into health care fields that are offered by Texas Tech University Health Science Center at El Paso. They encourage scholastic success and provide the exposure to health careers. It also aids in helping the students develop leadership and professional skills. Students are also provided the opportunity to attend Journey to Medical School and the Lubbock Leadership camps. Our Medical Professions Organization partners up with the University of Texas at El Paso collegiate students which also provides insight to health and the students are able to collaborate with the Medical Students themselves. The MPO has traveled to various universities in Texas with its members to expose them to the University environment. These organizations can all be continued postsecondary if the student wishes to. Students are able to connect what is going on in the classroom with the real world because of the continued involvement of the organizations and the faculty at the HPA.

|  |  |  |
| --- | --- | --- |
| **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?** |
| Double T Honor Society High School Chapter | Provides extended learning and leadership opportunities such as journey to Medical School, Texas Tech Leadership Camps. | Over 4 years |
| Medical Professions Organization | Provides extended learning opportunities through lecture. Students collaborate with Collegiate Medical Students. Organization provides Medical School Tours to students. | 3 years |
| Hospitals of Providence East Student Board of Directors | Students gain knowledge on a variety of healthcare topics and directly learn the relationship between finances and healthcare. They receive the opportunity to learn from Doctors and see how equipment is used. | 4 years |
| Health Occupation Students of America (HOSA) | Enhances the delivery of compassionate quality healthcare by providing opportunities for knowledge, skill and leadership development | Over 15 years |

# **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 Health Professions Academy provides training to students that will have certifications in the. Diagnostic and Therapeutic careers. It follows CTE’s Health Science Cluster that includes technicians and support personnel. According to the Texas Bureau of Labor Statistics the medical and clinical technician jobs are expected to grow 33 percent by 2022. With the pathways we provide for certification allows the students to be competitive in the El Paso workforce and we also provide an opportunity for early exposure to the health science careers. Our students are able to work in health care while in college in positions of their field of interest. This will also assist the students in getting accepted into college and specific programs.

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 Seniors in the HPA program are required to participate in work based learning by completing an internship on their specific pathway. Whether it is as a pharmacy technician, EMT, Dental or Medical Assistant, they all have the opportunity to complete their clinical hours at a specific site. Student work-based learning incorporates internships at Walgreens, CVS, and local Dental and Medical offices. Through these experiences students potentially have an opportunity to become employed upon certification.

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** |
| Pharmacy Technician Certification | Pharmacy Technician Certification |
| Registered Dental Assistant/Nitrous Oxide Certification | Registered Dental Assistant |
| Emergency Medical Technician-Level 1 | Emergency Medical Technician-Level 1 |
| Certified Clinical Medical Administrative Assistant | Certified Clinical Medical Administrative Assistant |
| Basic Life Support-Cardiopulmonary Resuscitation | Basic Life Support-Cardiopulmonary Resuscitation |

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?** |
| Walgreens | Provides Internship/Externship opportunities. Employees are members of our advisory board committee | Over 15 years |
| University Medical Center | Provides as a clinical rotation site for hands on experiences. Select employees serve as members of our advisory board committee | Over 15 years |
| Del Sol Medical Center | Provides as a clinical rotation site for hands on experiences. Select employees serve as members of our advisory board committee | Over 10 years |
| Hospitals of Providence | Provides as a clinical rotation site for hands on experiences. Select employees serve as members of our advisory board committee | Over 5 years |
|  |  |  |

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 learners who participate. (Optional)

The HPA is part of Socorro Independent School Districts Career and Technical Education which recently received Postsecondary Distinction Designation, which is the only destination awarded at the district level. The initiatives and efforts of the HPA is to prepare the students for the Health Care Industry and for postsecondary education. Students are top performers ins their End of Course Exams and State assessments. Our students, year after year make up the 2% of their Senior Class. Students are highly involved in their community and continue their involvement in the practices postsecondary.

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?** |
| El Paso’s MRC and BORDERAC organization | Students volunteer with various Medical Response events. They assist with providing our community with education such as Stop the Bleed. | Over 3 years |
| Hospitals of Providence Student Volunteers | Students participate as volunteers at the local hospitals | Over 4 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).