# **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: Advancement to Nursing
2. Point of Contact
 Name: Cynthia Boswell

Email Address: cboswell@barbertonschools.org

Phone Number: 330.753-1084, 25314
Address: 555 Barber Rd. Barberton, Ohio 44203

1. Applicant’s School/College: Barberton High School/Four Cities Compact
2. State: Ohio
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)

|  |
| --- |
|  |

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.

In 2004 competencies were created with the hospital and university partners in both therapeutic and diagnostic areas to prepare students to enter a four-year, BSN degree program. Curriculum includes anatomy and physiology, disease and disorders, organizational systems, communication skills, legal practices, employability skills, ethics, safety, teamwork, health maintenance for the provider and for the individual community. The students obtain certifications in State Tested Nursing Assistant, Certificate of Completion for Home Health Aide, Certification in Phlebotomy, College Credit Plus Medical Terminology, three articulated credits with the University of Akron, and five seats into the School of Nursing at the University of Akron.

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)

Advancement to Nursing program of study was developed to ensure learners are academically and technically prepared for both postsecondary education and careers. In 2004, this Ohio first-of-its kind program was developed to offer high school students pre-nursing skills, weekly clinical hospital experiences, college prep academics and a direct link-including five guaranteed seats-to a bachelor’s degree program in nursing at The University of Akron. Initiated as a true partnership by the CEO of Barberton Citizens Hospital, currently Summa Health System, in Barberton Ohio, the program design was to encourage local students to obtain a bachelor’s degree in nursing; and, as part of the hospital’s “Grow Your Own” philosophy, students could be offered future employment in the hospital and Barberton business community.

Employer involvement is the foundation of the program and continues to be the core maintenance of the program through advisory, liaison, collaboration, employment and career role models. The program founded by the CEO, retired CNO, and local nurse in collaboration with The University of Akron approached The Four Cities Compact and Barberton High School to develop a sustainable program in which the community could “Grow Your Own” nurses. This futuristic concept was developed to look at the growing need for health care providers and the economic needs of the impoverish community. The community based program has now expanded to outreach to many communities and local organizations including Summa Health Systems, Cleveland Clinic Akron General Health System, Akron Children’s Hospital, Home Helpers Homecare, Pleasantview/Pleasant Pointe Health Care and Rehabilitation, American Red Cross, Barberton Fire Department and Police Department, and, numerous other long term health care facilities and community organizations. It is so embedded in the community and local businesses that the students have placed in Regional, State, and National HOSA and SkillsUSA Healthcare projects such as Disaster preparedness (National American Red Cross recognition), Anti- bullying/Kindness programs that is imbedded in the schools and community, Video Remote Interpretation for health care, Internet Café for the elderly in a local long term care facility, Point of Distribution plan for the local Health Department, and Dog CPR/training/supplies for local police and fire departments. The program could only be this well-established because of the hospital, community, schools and university commitment to the program.

The program allows for many families to have a first time college student and provide for employment to support the educational pursuit for a degree in nursing. In addition, it meets the local economic needs of the community by providing State Tested Nursing Assistants to the institutions that range from hospitals to long term care facilities and home care organizations. It has added nearly fifty registered nurses with the majority being in the local area.

The learners are prepared for postsecondary education by incorporating College Credit Plus, articulated credits, college level simulation, and academic preparedness into a rigorous high school curriculum. The academic preparedness includes Honor Anatomy and Physiology, College level cadaver experiences, and prepared APA writing. There are now several college professors that present and grade work related to the program.

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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)

At the end of 2017-2018 school year, student data demonstrates that 178 students completed the two-year Advancement to Nursing program. Of those 178 students, 49 are registered nurses, 9 are licensed practical nurses, 15 completed other college degrees, 80 continue post-secondary education, and 25 students entered the workforce or military with the majority working in their career technical field of study.

Postsecondary data is not available due to the program being a school-based program and not part of a career center. Therefore, students attend the college of their choice, some choose The University of Akron, and others seek postsecondary elsewhere.

**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?**  | 1150 | 1200 | 1220 |
| What is the total number of minority learners served by your school/institution? | 242 | 256 | 259 |
| What is the total number of low-income learners served by your school/institution? | 731 | 776 | 858 |
| What is the total number of learners with disabilities served by your school/institution?  | 218 | 222 | 226 |
| What is the total number of English language learners served by your school/institution?  | 1148 | 1199 | 1220 |
| **What is the total number of learners served by your program of study?** | 16 | 16 | 17 |
| % male learners in program of study  | 0% | 0% | 4% |
| % female learners in program of study  | 100% | 100% | 76.47% |
| % minority learners program of study  | 6% | 18.75% | 35% |
| % low-income learners program of study  | 31% | 18.75% | 29.41% |
| % learners with disabilities program of study  | 12.5% | 6% | 17.65% |
| % English language learners program of study  | 0% | 0% | 17.65% |
| 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  | 100% | 100% | 100% |
| % of learners in program of study who participated in work-based learning  | 0% | 0% | 0% |
| % 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% | 100% | 100% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors)  | 0% | 0% | 0% |
| **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.

Administration from our school district provided the first five school/institution data. The program data is collected yearly and shared with the advisory committee. The program success is measured by the number of students who enter postsecondary education, workforce, or military. The success rate is 100%.

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

Every student is provided the opportunity to apply to the program through the Four Cities Compact on line application (<https://docs.google.com/forms/d/e/1FAIpQLSfipld_hyL6Oc-55gTZVwa51TWYH9q8DrpTUEtOdpinFnR89A/closedform>). All applicants are given the opportunity to choose 3 top programs with the help of their guidance counselors. Computers are available along with assistance to fill out the application through their home school guidance department or the Four Cities Compact. Low income learners are provided financial waivers for their student fees.

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)

Learner success is accomplished through Compact Counselor and Job Training Counselor provided by the compact. The Job Training Counselor oversees all students with an IEP or 504. Both counselors work with the instructors of the program to ensure learner success by putting into place focused improvement plans. These plans include collaboration and communication with home schools, parents, and compact. This collaboration ensures learner intervention is appropriate for each student. Included in these interventions are also students who may be found gifted and required challenging accommodations.

Four years ago, the instructors identified learners who were not yet ready to meet the college rigorous academics and created a senior only State Tested Nursing Assistant program. This program runs one period a day all year and provides job readiness and certification skills.

1. Is your program of study associated with a Career Technical Student Organization (CTSO)? If so, which one(s) and in what way(s)? (Check the [approved list](http://www.ctsos.org/ctsos/) of CTSOs) (50 word limit)

The program of study is associated with both SkillsUSA and HOSA. Students have placed regional, state, and national levels for both CTSO. The competitions are health/nursing related, with some being community-based projects such as American Red Cross and Pleasantview Health Care Center.

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)

The career guidance from the compact presents an eighth-grade Reality Day. The students from the program of study assist with this project. The Compact Counselor provides support with various academic and job readiness programs. For example, Do You Job, Ohio Means Jobs, Senior Portfolio, and career planning.

Tenth graders are given the opportunity to participate in Career Showcase. This allows the students to visit three programs in which they showed interest in. All the programs within the compact are present at this showcase.

Recruitment for the program of study is done through Reality Day, Career Showcase Day, guidance counselor tours from all four schools, community tours, student volunteer opportunities within the district’s schools and community, news media (Twitter, Instagram, Facebook, news interviews, webpages, newspaper articles, and community projects).

Website: [www.fourcitiescompact.org](http://www.fourcitiescompact.org)

 [www.barbertonschools.org](http://www.barbertonschools.org)

 www.fourcitiescompact.org/programs/advancement-nursing

Facebook: <https://www.facebook.com/Four-Cities-Compact-1600728980227240/>

Instagram: jr.atn

Twitter: BHS ATN@BHSATN

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 StandardsHealth Science Human Anatomy and Physiology | Human Body System Strand 2 Pages 12 & 13. The students take an honors anatomy and physiology class integrated with the science teacher. Senior students participate in The University of Akron Cadaver lab with college professors. |
| Career Cluster or Technical Standards2013 Health Science Career Field (www.ode.gov) | Allied Health, Medical Terminology, Patient Care, Surgical Support, Senior Capstone Strand 1-4 The students are instructed with the above standards by receiving observational and clinical experiences at Summa Health Systems and Pleasantview Health Care Center that support the academic lessons learned in the classroom setting. Students receive CCP credit with medical terminology through Stark State College.Students participate at The University of Akron college of nursing simulation lab for articulated credits. |
| Employability Standards Ohio Department Health, Ohio Means Jobs, Job Readiness Seal, American Heart Association, National Health Association | NATCEP (STNA), CPR and First Aid, Phlebotomy Technician (CPT) The two year Advancement to Nursing program provides the students with opportunity to enter the workforce with STNA certification, CPR and First Aid completion, and Phlebotomy Technician. |
| 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.

Note: Postsecondary data varies due to career path may vary depending on if student chooses, college, technical education, military or job.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** | College Prep English /Honors English | Algebra I/ Honors Chemistry | Physical Science | World/ Honors World | Modern Language/ Health and Physical Education/ Fine Arts/ Elective | Core Academic College Credit Plus Courses (See comments to the left) |
| **10** | College Prep English /Honors English/ College Credit Plus English | Geometry/ Honors Algebra II/ HonorsAlgebra II | Biology/Honors Biology | US/ Honors US  | Modern Language/ Health and Physical Education/ Fine Arts/ Elective  | Core Academic College Credit Plus Courses (See comments to the left) |
| **11** | College Prep English/ Honors English/ College Credit Plus Comp I or II | Algebra II/ Honors Algebra II/ Pre-Calculus/Statistics | Honors Anatomy and Physiology/ Chemistry | Government/College Credit Plus Government/ AP Goverenment | American Heart Association CPR and FA, Certificate of Completion for Home Health Aide, American Red Cross Disaster Preparedness, Internet Café, Hospital Observation in all departments, and Community Observations related to ASL, Rehabilitation, and other curriculum related activities. | College Credit Plus (see to the left and Psychology, Sociology and Statistics)Medical Terminology, Principles of Allied Health, Surgical Support, and Patient Centered Care |
| **12** | College Prep English / AP English/ College Credit Plus Comp I or II | Advanced Math or College Credit Plus Math | Chemistry/Honors Chemistry |  | College Credit Plus Medical Terminology, Nursing Capstone, Phlebotomy, State Tested Nursing Assistant, Work three days a week in the hospital for two and a half hours.  | College Credit Plus (see to the left and Psychology, Sociology and Statistics)Medical Terminology, Principles of Allied Health, Surgical Support, and Patient Centered Care |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

The program of study is integrated with core academics of Honors Anatomy and Physiology. This course is part of the junior curriculum and the students attend daily.

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)

The learners receive three articulated credits through The University of Akron by completing the two-year course requirements including: Simulation Lab Participation and Senior Capstone. The learners have the opportunity to receive 3 college credit plus/dual credits through Stark State College by completing medical 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?** |
| The University of Akron, school of nursing (UA) |  UA provides academic advisory support, articulation credits, APA writing support, cadaver lab opportunities, simulation opportunities, and medical research. | 2004 the UA was part of the founding partnership for the development of the program. It continues to guide the instructors to ensure the students are college ready and successful as BSN nurses. |
| Stark State College | Instructors for the program of study are support for the on-line medical terminology course. The learners receive 3 college credits for medical terminology | The program of study has been utilizing Stark State for the past 5 years for medical terminology credits. Previously provided by the University of Akron. |
| Ashland University | College experience, simulation experience, and cadaver lab experience. | The program of study has been participating with this college for the past 2 years. |
| Malone University | College experience, classroom observation, and simulation experience. The instructors of the program of study participate in this colleges advisory committee.  | The program of study has been participating with this college for the past 3 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 program of study is aligned with the needs of healthcare workforce in many aspects. First and most important is the shortage of STNA and other healthcare providers in this area. The certification that the learners gain enables them to work in both long-term care facilities, homecare settings, doctor’s offices, and hospital settings. The labor market data used is Ohio Department of Jobs and Family Services. The program of study has many guests who speak to the students regarding employment opportunities. The program of study is well recognized for providing quality healthcare workers. The instructors maintain excellent collaboration and professional relationships with these healthcare settings.

The instructors receive weekly phone calls and emails from area institutions for qualified students to work in their facilities.

Summa Health Systems come to the school and does group interviews to fill for both Barberton and Akron campus. Numerous directors and even the CNO come to interview the students for employment opportunities.

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)

The learners in this program of study do not participate in work-base learning. They participate in a clinical learning hands on experiences at Summa Barberton and Pleasantview Health Care Center. It is required by all of the learners to participate in these clinical experiences.

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**  |
| CPR/FA | CPR/FA |
| STNA | STNA |
| Phlebotomy |  |
| Home health Aide Certificate of Completion | Home health Aide Certificate of Completion |

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?** |
| Summa Health Systems/Summa Barberton Hospital | Summa provides advisory support, clinical and observational opportunities in all areas of the hospital. The students gain hands on experience as well as observation. Upon completion of the program students are provided employment opportunities. | 2004 the CEO of Barberton Citizens Hospital had a vision to “grow your own” and wanted nurses to stay in the area with the hopes to work at Barberton. This vision led to a partnership with Four Cities Compact, Barberton High School and The University of Akron. |
| Pleasantview Health Care Center(PVHCC) | PVHCC provides advisory support, clinical and observation opportunities, volunteer opportunities, and Senior Capstone participation. PVHCC is the Long-Term Care Facility clinical site for completion of the NATCEP, and employment opportunities. | 2005 the administrator and instructor developed the Senior Capstone Project. This partnership has continued to grow and provides the students with many opportunities for growth. |
| Home Helpers  | Home Helpers provides advisory support, observation for home health certificate of completion, and employment opportunities for juniors entering into senior year. | This partnership has been in place for the past 5 years. The director and the program instructor collaborated to create the home health certificate of completion. |
|  |  |  |
|  |  |  |

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)

Please see attachment for testimonials

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?** |
| Akron Children’s Hospital | Burn and Neonatal Intensive Care Lecture and Tour, Shadow a nurse opportunity, bullying project support | 2004 this partnership was established as part of the curriculum requirements. |
| Barberton Police Department | Community projects such as setting up the middle school for mass point of distribution, dog cpr project, and other volunteer opportunities. | 2007 this partnership was established. |
| Barberton Fire Department | Community projects such as setting up the middle school for mass point of distribution, dog cpr project, and other volunteer opportunities. | 2007 this partnership was established. |
| American Red Cross | Community projects for disaster preparedness, lecture for disaster preparedness curriculum, provide advisory support, and many other volunteer opportunities. | 2004 this partnership was established as part of the curriculum requirements. |
| Local Health Department | Community projects, such as setting up the middle school for mass point of distribution. | 2010 this partnership was established. |
|  |  |  |

# **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.