# **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: Carpentry
2. Point of Contact  
    Name: Tom Bayless

Email Address: tbayless@k12.wv.us

Phone Number: 304-742-5416  
Address: 215 Milam Addition Rd.

Craigsville, WV 26205

1. Applicant’s School/College: Nicholas County Career and Technical Center
2. State: West Virginia
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 Building Construction program of study was established in 1978 and was transformed to a Carpentry program of study in 2014 by our current teacher Mr. Mark O’Dell. The program is available to secondary students and to be a completer in the program, students must take four courses over two years completing a 1080 hours, which also transfers to 8 hours of postsecondary credit.

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?

The Carpentry program was developed in 2014 based on advice from industry professionals on the local advisory committee. The Carpentry advisory committee consists of 8-10 members that include contractors, material distributors, Workforce WV, post-secondary instructors, and former students. The Carpentry advisory committee meets four times per year and are involved with the projects the program completes. The program of study is designed as a model Simulated Workplace program. Simulated Workplace is a new educational initiative has been created to assist schools in implementing workplace environmental protocols that align with West Virginia workforce requirements, including random drug testing, professionalism, attendance and safety. Simulated Workplace has not only enhanced instructional delivery of career education, but has created a more engaged career and technical student. The simulated workplace environment permits students the opportunity to take ownership of their individual performance as it impacts the overall success of their education, while thriving in an authentic workplace culture. Simulated Workplace also encourages local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations.

* 1. How does this program of study meet the economic needs of your community?

The Carpentry program helps stimulate our local economy in several ways. After the floods of June 2016, the Carpentry program built a tiny home for a local family that lost everything in the flood. They are partnered with West Virginia State Parks to provide updates and maintenance. Recently they completed 20 new picnic tables for a local state park. They also built a full house in a local housing community and auctioned it as a way to raise money for the program. For the 2018-2019 school year, the program is partnered with Mountain Lakes Campground to build a rental cabin.

* 1. How does this program prepare learners for postsecondary education? (if applicable)

The Carpentry program provides students with the technical and soft skills to be successful for postsecondary education. Students must complete four core carpentry classes consisting of a 1080 hours to complete the program of study. They also participate in a number of real world authentic projects that help enhance the learning experience. The soft skills students learn consists of being on time, prepared, professional, drug free, organized, and safe. They also learn how to function as a team and learn cooperatively. Students will also receive 8 postsecondary credit hours to any community and technical college in the state.

* 1. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

The Carpentry program was developed in 2014 with input from the advisory committee. The advisory committee consists of employers, postsecondary instructors, secondary instructors from other programs in the state, and former students. The advisory committee meets at least four times per year. They also complete one formal inspection per year which includes simulated workplace overview; workplace environment and culture; tools, equipment, supplies and resources; 6S; safety; student interview; strengths of the program and how to improve the program.

# **LEARNER POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on learner achievement will not be eligible for consideration. (100 word limit)

The Carpentry program at the Nicholas County Career and Technical Center is in a very rural, low income setting. The program is fed by two high schools at opposite ends of the county which are both rural and low income and comprised mostly of a homogenous population. The demographics are 98% white, 17%-23% special education, 0% ELL, and over 60% low income.   
  
  
<https://zoomwv.k12.wv.us/Dashboard/portalHome.jsp>

(Documentation from the two schools that feed the Carpentry program at the CTE center will be uploaded for the 2015-2016, 2016-2017, and 2017-2018. Data for the CTE center is not disaggregated at the state level)

**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?** | 262 | 199 | 206 |
| What is the total number of minority learners served by your school/institution? | 6 | 5 | 6 |
| What is the total number of low-income learners served by your school/institution? | 180 | 199 | 165 |
| What is the total number of learners with disabilities served by your school/institution? | 68 | 59 | 45 |
| 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?** | 262 | 199 | 206 |
| % male learners in program of study | 85% | 88% | 92% |
| % female learners in program of study | 15% | 12% | 8% |
| % minority learners program of study | 0% | 0% | 0% |
| % low-income learners program of study | 64% | 60% | 66% |
| % learners with disabilities program of study | 21% | 47% | 42% |
| % English language learners program of study | 0% | 0% | 0% |
| Other relevant *demographic* data from your **program of study** | District wide date for students 9-12  0%-ELL  61%-Low SES  19%-Special Education  97%-White | District wide date for students 9-12  0%-ELL  100%-Low SES  19%-Special Education  98%-White | District wide date for students 9-12  0%-ELL  51%-Low SES  17%-Special Education  98%-White |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 1% | 0% | 0% |
| % of learners in program of study who earned an industry-recognized credential | 99% | 99% | 99% |
| % of learners in program of study who participated in work-based learning | 1% | 3% | 2% |
| % 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) | 30% | 28% | 32% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 70% | 73% | 71% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | 0 | 0 | 0 |
| What is the total number of minority learners served by your school/institution? | 0 | 0 | 0 |
| What is the total number of low-income learners served by your school/institution? | 0 | 0 | 0 |
| What is the total number of learners with disabilities served by your school/institution? | 0 | 0 | 0 |
| What is the total number of English language learners served by your school/institution? | 0 | 0 | 0 |
| **Total number of learners served by your program of study** | 0 | 0 | 0 |
| % male learners in program of study | 0% | 0% | 0% |
| % female learners in program of study | 0% | 0% | 0% |
| % minority learners in program of study | 0% | 0% | 0% |
| % low-income learners in program of study | 0% | 0% | 0% |
| % learners with disabilities in program of study | 0% | 0% | 0% |
| % English language learners in program of study | 0% | 0% | 0% |
| **Other relevant *demographic* data from your program of study** | None | None | none |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible) | 0% | 0% | 0% |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | 0% | 0% | 0% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | 0% | 0% | 0% |
| % of graduates in program of study who transitioned to further postsecondary education (who were eligible) | 0 | 0 | 0 |

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.

<https://zoomwv.k12.wv.us/Dashboard/portalHome.jsp>

Data used will be uploaded. Please note that data is not disaggregated at the state level for CTE centers. The population that feeds the Nicholas County Career and Technical Center is comprised of two high schools, Nicholas County High School and Richwood High School.

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

Each program of study, including Carpentry, at the Nicholas County Career and Technical Center advertises an annual notice of course offerings, certifications, and enrollment criteria in the local newspaper and school Facebook page. The school also works with the district special education director and 504 Coordinator to identify students with diverse backgrounds and their needs prior so all accommodations/modifications, text books in different languages, and supplemental aids and services can be in place prior to students entering the 9th grade when they become eligible to attend the Nicholas County Career and Technical Center.

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)

The Nicholas County district has very few students with diverse backgrounds; however, the CTE Director, Special Education Director, and 504 Coordinator identifies all students who will need any accommodations/modifications, textbooks in different languages, and supplemental aids and services needed by all potential Nicholas County Career and Technical Center students prior to entering the 9th grade. The school also has a full time special education teacher, CTE English teacher, and CTE Math teacher to ensure all students are successful.

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 Carpentry program of study participates in Skills USA. The vice president and treasurer for the school’s Skills USA chapter are both from the Carpentry program. The Carpentry instructor is also the Skills USA advisor. Students in the Carpentry program have participated in state leadership conferences and competitions, including carpentry, related technical math, team works, and job interview.

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 Carpentry program participates in a school wide 9th grade program called Exploratory. This program allows 9th grade students to rotate through all the programs of study at the school for 9 days each in which students experience a multitude of skills and activities related to the program of study (see video in supplemental materials). The Carpentry program introduces students to the different jobs and opportunities available after completing the program and they build a shelf to take home. This program has not only increased the enrollment in the Carpentry program but it has also increased the number of non-traditional students (female students) in the program.

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 | Embedded Math |
| Career Cluster or Technical Standards | NCCER / NOCTI  <https://wvde.us/wp-content/uploads/2018/10/AR1820-Carpentry-2018-2019.pdf> |
| Employability Standards | Simulated Workplace Protocols  <https://sway.office.com/uLZUqX9Cvjx6Qano?ref=Link> |
| Other | Business and Industry Inspection  <https://wvde.us/wp-content/uploads/2018/08/2018-2019-BI-Tool-Architecture-Manufacturing-Transportation.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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** | English 9 | Math I | Physical Science | World History | Art, PE, Health, Foreign Languages, Band, Strings | CTE Exploratory |
| **10** | English 10 | Math II | Biology | US History | Art, PE, Health, Foreign Languages, Band, Strings | 2 courses of CTE |
| **11** | English 11 | Math III | Chemistry or Environmental Science | 20-21st Century History | Art, PE, Health, Foreign Languages, Band, Strings, Lifetime Sports, Weightlifting, | 2 courses of CTE |
| **12** | English 12 | Math IV,  Transitional Math, College Algebra, College Trigonometry | Chemistry II, zoology,  Environmental science | Civics | Art, PE, Health, Foreign Languages, Band, Strings, Lifetime Sports, Weightlifting | -2 courses of CTE or CTE on-the-job training/internship  -Embedded Transitional English for Nursing students  -Embedded Transitional Math for Carpentry, Automotive Tech, and Welding students,  -Embedded Advanced Math Modeling for PLTW students |
| **13** |  |  |  |  |  | -2 courses of CTE or CTE on-the-job training/internship |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

The Nicholas County Career and Technical Center has a full time math and English teacher devoted to CTE. The CTE math and English teachers, along with a cohort in West Virginia, has completed academic and CTE alignments in the areas of math and English. For example, students who take the Carpentry, Automotive technology, and Welding programs of study at the Nicholas County Career and Technical Center will receive an embedded senior transitional math credit. That is possible because those students receive integrated math instruction in the CTE programs of study. The academic and CTE teachers work closely to develop project based learning opportunities that meets the academic and CTE curriculum needs.

An example of this collaboration can be found in the following YouTube video link:

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)

Students have the opportunity to earn up to 12 hours of AP credit in history, science, math, and English. They also have the opportunity to earn dual credit in College Algebra, College Trigonometry, English 101, and English 102. The students in the Carpentry program also receive 3 hours of college credit in Foundations and Framing for the Carpentry I and II courses, and receive 3 hours of college credit in BCON 103 Building Construction Trades for the Carpentry III and IV courses.

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?** |
| New River Community and Technical College | This partnership serves on the Carpentry program advisory committee, provides input and development on collaborative postsecondary and secondary projects, provides college credit for Carpentry courses taken in high school, and provides students with information on how to develop their skills to the next level in postsecondary education. | 10 years |
| BridgeValley Community and Technical College | This partnership serves on the Carpentry program advisory committee, provides input and development on collaborative postsecondary and secondary projects, provides college credit for Carpentry courses taken in high school, and provides students with information on how to develop their skills to the next level in postsecondary education. | 4 years |
| Southern Regional Education Board (SREB) | Provides professional development on high quality CTE teaching and learning, provides work sessions to support the CTE Math and English initiatives, works with CTE and academic teachers to develop PBL/Enhanced Assignments for students in Simulated Workplaces, and provides technical assistance when needed to support school improvement. | 5 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)

Many students in the Carpentry program go on to be employed in a variety of jobs from Civil Engineering, building inspectors, and construction laborers. The workforce needs in West Virginia related to the Carpentry program are as follows:

Carpenters- 2,890 jobs

Construction Laborers- 7,400 jobs

Carpenter Helpers- 210 jobs

Construction and Building Inspectors- 340 jobs

First line supervisors of construction- 4,140 jobs

Industrial Technology-110 jobs

Civil Engineering Technicians- 810 jobs

Civil Engineering- 1390 jobs

Construction and Extraction Occupations- 39,960 jobs

The carpentry program of study has a strong advisory committee consisting of local construction owners and workers, supervisors of construction, construction inspectors, etc. They meet with the carpentry program four times per year to provide input on program alignments to workforce needs. The Carpentry program is also a WVDE model Simulated Workplace program that focus on workforce needs such as drug free environment, being on time, having good attendance, working as a team member, 6S industry standards, safety and leadership.

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)

Work based learning opportunities are available to all students who participate in the Carpentry program. The specific Local Education Plan developed by the student will determine the type of work based learning placement. For example, someone who is interested in being a carpenter my complete work based learning with a local contractor. However, someone interested in Civil Engineering may complete work based learning at an engineering firm.

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 - Core Certification & NCCER Craft Level 1 Certification | NCCER - Core Certification & NCCER Craft Level 1 Certification |
| NCCER - Core Certification & NCCER - Craft Level 2 Certification | NCCER - Core Certification & NCCER - Craft Level 2 Certification |
| OSHA 10 | OSHA 10 |
| West Virginia Welcomes | West Virginia Welcomes |
|  |  |

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?** |
| Mountain Lakes Campground and Cabins | The business provides materials and equipment needed for projects. The business also partners with our carpentry program to build a rental cabin. | 1 year, partnership developed through the local advisory committee |
| Watago State Park | The Carpentry program is part of the WV State Parks initiative to revitalize our state parks. Watago State park is the local state park to our school. So far the Carpentry program has built picnic tables and fishing docks for them. Each year, we sign an MOU describing what projects we will complete for the state park. The partnership is part on a 10-year initiative started by the WVDE and our governor. | 2 years, partnership developed through the local advisory committee |
| Backus Construction | Backus construction is the lead advisory member for the carpentry program. They provide multiple work based learning experiences, inspections of the equipment, program, and certifications, and they complete portfolio interviews with every student completing the program. | 5 years, partnership developed through the local advisory committee |
| Craigsville Construction | This business partner provides multiple work based learning experiences for students in the Carpentry program. | 5 years, partnership developed through the local advisory committee |
| Gauley Mountain Molding | This business provides work based learning experiences for the students in the Carpentry program and also provides inspections of equipment for program improvement. | 5 years, partnership developed through the local advisory committee |

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)

Mr. O’Dell has transformed the Carpentry program into a program that is recognized all over the local county and state wide. The program is very active in Skills USA and has produced state winners in Carpentry and related technical math. The program has been inspirational in the community by leading the revitalization of the Richwood area by completing a tiny home for a family that lost everything in the historic June 2016 flood. During that project, Mr. O’Dell and his students dedicated worked after school, weekends, and breaks to complete the tiny home in 6 weeks.

The Carpentry program also piloted the Simulated Workplace initiative with the West Virginia Department of Education. Since then, the program has grown to a state Simulated Workplace model. Many educators from around the state and country visit the Carpentry program to learn how to meet the needs of industry and develop high quality CTE instruction through Simulated Workplace.

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?** |
|  |  |  |
|  |  |  |
|  |  |  |

# **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).