# **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: Katie Towler

Email Address: [towlerk@live.siouxcityschools.com](mailto:towlerk@live.siouxcityschools.com)

Phone Number: (712) 279-6668  
Address: 627 4th Street Sioux City, IA 51101

1. Applicant’s School/College: Sioux City Career Academy
2. State: Iowa
3. Type of institution (click the box to check)

☐ Area technical center

× Career academy

☐ Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

|  |
| --- |
| We are a career academy that supplements, not supplants, the work of the comprehensive high schools in our area. |

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

× 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.

Health science is our most established program of study having been in existence at some level for 25 years. During the 2017-2018 school year 529 students were enrolled filling the 1,100 seats, most were enrolled in more than one course within this program of study earning both secondary and post-secondary credits towards a certificate as either a Certified Nurse’s Assistant or Pharmacy Technician. There are 6.44 total Carnegie units within this program of study; 0.5 being secondary and 5.94 of post-secondary nature.

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

☐ 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 science program of study was developed through a partnership between economic development officials, business leaders, student voice, and educators. Employers were surveyed to determine the needs within the healthcare industry. Currently, healthcare industry professionals sit on our CTE advisory board and are active in curating course offerings. Employers also keep a finger on the pulse of the program by supporting work-based learning opportunities through program tours, job shadows, and clinical experiences. Business and community partners are invited into the classroom to act as critical friends, a process in which they analyze and then provide feedback to students on projects and presentations. Our goal is to keep our doors open to business, educational, and community partners alike.

Nurses assistant and pharmacy technician positions are growing faster than the national average. Nurse assistant positions are growing at 9.2% in Iowa and pharmacy technicians at 12% (<http://www.projectscentral.com/Projections/LongTerm>). According to the Iowa Workforce Development Occupational Projections 2014-2024, registered nurses will be the career in highest demand in our region, with an estimated 75 annual openings and a median salary of $50,403.00. Also on this list are home health aides with 20 annual openings and a median salary of $41, 939.00

Students in both the CNA and pharmacy technician pathway earn dual credit for successful completion of coursework. Students work in a post-secondary environment that fosters community and encourages collaboration, teamwork, responsibility, creativity, and critical thinking. Students are introduced to post-secondary institutions, expectations, and instructors throughout their experience in the pathway. Students who complete the CNA program of study earn 17 college credits and a state certification. Students who complete the pharmacy technician program of study earn 24 college credits and a state certification. Additionally, students enrolled in the CNA program complete 75 hours of clinical experience in both long-term and acute care facilities.

Because the course work is offered for dual credit, students are experiencing the same course work whether they are enrolled in the course at the high school or on the college campus. Common assessments are developed with input from the college and the high school teachers. Representatives from both the high school and college are active on the advisory boards, which oversee the programs of study. The courses and instructors in these programs of study are consistently evaluated by secondary and post-secondary faculty.

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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)  
     
   Demographic and outcome data is listed below. We are unable to provide data for the post-secondary level as we are not a post-secondary institution. We partner closely with our local community college, but our students remain on our campus. Therefore, any college-affiliated data for students in our program of study would be reflected in the secondary-level report.

**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?** | 4,051 | 3,999 | 3,989 |
| What is the total number of minority learners served by your school/institution? | 1924 | 1943 | 1997 |
| What is the total number of low-income learners served by your school/institution? | 2672 | 1860 | 2078 |
| What is the total number of learners with disabilities served by your school/institution? | 625 | 451 | 420 |
| What is the total number of English language learners served by your school/institution? | 509 | 489 | 554 |
| **What is the total number of learners served by your program of study?** | 519 | 511 | 529 |
| % male learners in program of study | 19% | 13% | 18% |
| % female learners in program of study | 81% | 87% | 82% |
| % minority learners program of study | 48% | 51% | 52% |
| % low-income learners program of study | 56% | 51% | 57% |
| % learners with disabilities program of study | .05% | .02% | .04% |
| % English language learners program of study | .06% | .06% | .07% |
| 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 | 49% | 54% | \*35% |
| % 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) | n/a% | n/a% | n/a% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | n/a% | n/a% | n/a% |
| **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.

School specific data was taken from our student information system, Infinite Campus, as well as Perkins reporting. Neither of these sources are publicly accessible. Up until this academic year, our school district did not have a method for tracking what our students did after graduation. This year, however, we will be using a software system with the support of our AEA to gather this information in a more formalized manner.

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

The Sioux City Community School District is committed to providing equitable access to all. We start to promote our CTE programs formally in 8th grade. Every 8th grade student is provided with a guided CTE tour. The students leave their middle schools and come to our downtown campus where we highlight all of our pathways. When students enter 9th grade we continue the conversation by showing an informational video for all pathways in their 9th grade success strategies class. Once they have seen the video the 9th graders shadow a CTE program of their choosing. Finally, 10th graders attend a CTE career fair at our local community college. Students in each program of study present their projects to elementary students in our district to show all students can be successful in theses program. Lastly, we use social media to show case diversity within our programs of study.

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)

Teachers are provided with professional development every Monday. This PD addresses instructional strategies intended to break down academic, socio-economic, and language barriers. Additionally, a special education teacher supports our students who are served through an IEP, and supports teachers with information and appropriate educational accommodations. Lastly, teachers and students are given the resources they need to be successful. If a student needs a vaccine for their clinical experience we provide transportation and funding for them. We found our students were struggling with their pharmacy tech lab experience which is held at the community college, so we send a high school staff member to support our students in that location. Because we do not have entrance exams, we provide free transportation, and a meal program, all students, regardless of their background, are welcome to engage in our high quality CTE programming.

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 Sioux City HOSA Chapter was established in 1996. Student and teacher teams have presented at the state Future Ready conference (2018), the Iowa CTE conference (2016), the National Career Academy Conference (2017), and the regional Future Ready Summit (2018). Teams also compete at the state and national HOSA conferences.

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)

Within the program of study students are exposed to a variety of health careers in our Health Careers and Teams courses. Students have opportunities for career exploration through research and projects. Students experience these careers first hand through job shadows and tours. Students also have an opportunity to hear about careers from health care professionals. All students in the Sioux City Career Academy complete state- required academic and career plans beginning in 8th grade. These plans are updated each year. Students use Naviance, which is a comprehensive college and career readiness tool. According to the Naviance website ([www.naviance.com](http://www.naviance.com)) this is a solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. We find that students who have career experiences and understand what is education is needed for those careers are better suited to make post-secondary decisions.

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 | Wall to wall Health Academy core classes use the Iowa Core standards for English, history, and math. |
| Career Cluster or Technical Standards | Health science courses use the National Health Science Standards from the National Consortium for Health Science Educations:  https:www.healthscienceconsortium.org/wp-content/uploads/2015/07/NATIONAL-HEALTH-SCIENCE-STANDARDS-May-2015f1-PE2.pdf |
| Employability Standards | Health Science courses use Iowa Core 21st Century skill standards to promote employability skills and professionalism in the classroom and work based learning experiences. |
| Other | Buck Institute for Education standards are used to design integrated project based learning lessons. Examples: PSA projects, War and Medicine, Biomedical Debate PBL. |

# **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.

*Please see attached plan of study.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **9** |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

The Sioux City Career Academy provides relevant project-based learning through the Wall to Wall Health Academy. In the academy, students study core academic courses through the medical lens while enrolled in dual credit health science courses. The academy teachers incorporate interactive, hands-on medical labs along with virtual and real-world experiences that cover the Iowa Core standards in ELA, math, and social sciences.  Examples of integrated health curriculum include topics such as war and medicine, infectious diseases, global health issues, patient case studies, and medical math applications. The Sioux City Career Academy supercharges that message by providing a career-focused sequence of high school courses that integrate core academic knowledge with technical and occupational experiences. During their sophomore year, students take Health Careers & Teams along with Geometry, World History, and English II. During their junior year, students take Medical Terminology, Issues in Health and Society along with American History, English III, and Algebra II or Pre-Calculus. One specific cross-content lesson covers 11th grade ELA, and social science standards. Students in the junior wall-to-wall academy complete a project called War and Medicine Documentary. Students research American wars through the medical lens. They write individual research papers in order to outline a documentary that showcases war and medicine throughout history. Student work collaboratively to create a professional documentary discussing the influence war has had on the medical field that is then watched and evaluated by teachers, administrators, and community members of Sioux City. The best documentaries are displayed at the Sioux City Public Museum. Please see this lesson plan in our supplemental materials.

1. List the opportunities for learners to earn articulate and/or transcript dual enrollment credit across K-12 and postsecondary, such as AP/IB, dual and concurrent enrollment, capstone experiences and/or transcripted credit articulation agreements. (250 word limit)

While students across our district have access to AP, dual and concurrent enrollment and capstone experiences, those in the health science pathway benefit from dual credit and capstone experiences while result in a state certification. Students can participate in the following classes:

Health Careers and Teams I- 3 college credits, 1 high school credit

Health Careers and Teams II- 1 high school credit

Medical Terminology- 3 college credits, 1 high school credit

Issues in Health and Society- 3 college credits, 1 high school credit

Nurse Aide Theory- 3 college credits, 1 high school credit

Nurse Aide Clinical- 1 college credit, 1 high school credit

Advanced Nurse Aide- 4 college credits, 2 high school credits

Into to Pharmacy Technology- 3 college credits, 2 high school credits

Pharmacy Calculations and Compounding- 3 college credits, 1 high school credit

Practicum- 2 college credits, .5 high school credit

Pharmacy Law- 1 college credit, 1 high school credit

Pharmacology for Pharmacy- 3 college credits, 1 high school credit

Pharmacy Law- 1 college credit, .5 high school credit

Pharmacy Technician Practicum- 2 college credits, 1 high school credit

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?** |
| Western Iowa Tech Community College | -All dual credit course work is established and supported through WITCC.  -Lead teachers and professionals at WITCC sit on our advisory boards.  -Our health science academy college credits transfer directly into WITCC certificate, diploma, and associates programs | This partnership began in 1993 |
| St Lukes College of Nursing | -provide speakers in the classroom to share information about post-secondary programs  -host tours of their facility to help educate students on what programs are available in our area | This partnership began in 2016 |
| Siouxland District Health Department (SDHD) | -provides public service announcement (PSA) topics based on the health needs in our community  -leads PSA topic workshops with health department staff  -act as critical friends to analyze and give feedback on student work  - select PSA packages to be used as part of community health education | This partnership began in 2o16. |

# **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)

Our health science pathway offers two certificate programs based on the recommendations of our advisory committee. Our advisory committee is comprised of local employers, post-secondary educators, representatives from Iowa Works Intermediary Network, and teachers. Members analyze local, regional, and state employment data supplied by Iowa Workforce Development and also Iowa’s Job Outlook data supplied by Emsi’s 2018 labor market data. Most recently the committee noted that the percent change in jobs in the health science sector will be an increase of 14.1% from 2017-2027 in the state of Iowa. We also noted that annually in Sioux City health science careers show the highest need for employees, namely registered nurses and home health aides.

We also listen to student voice when determining our offerings. Students continually show us the health sciences are of great interest to them. We believe this is because we offer multiple stepping off points for students within the pathway. Students have the opportunity to be done with their education after earning their CNA or pharmacy technician certificate. They can opt to continue on to an associate’s degree in the field, go on to earn a bachelor’s degree, or continue on to an advanced degree. Students are given the experiences and skills that establish a strong foundation regardless of their path after high school.

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 students participate in work-based learning that is embedded into the health science curriculum. The work-based learning opportunities grow in intensity as students progress through the program. Initially students take two trips monthly to visit different programs in a hospital setting. This is supplemented by frequent classroom presentations offered from professionals in different healthcare fields. Subsequently, all students are required to participate in a clinical field experience for the CNA and pharmacy tech capstone classes. In addition to classroom supported work-based learning opportunities, students within the Career Academy have access to the services of an career and industry specialist, a member of the Intermediary Network, who can establish individual work based-learning experiences. She coordinates career fairs, job shadows, internships, apprenticeships, skills days and externships for students and staff of the Sioux City Career Academy.

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)

Students who elect to continue into the capstone courses are required to take either the CNA or Pharmacy Tech certification.

|  |  |
| --- | --- |
| **Offered** | **Required** |
| Certified Nurses Assistant | Yes |
| Pharmacy Technician | Yes |
| BLS Healthcare provider | Yes |

1. Please provide information **at least three** *business, industry and/or labor* partnerships your program of study has, and describe how these partnerships have been built, maintained and sustained over time.

|  |  |  |
| --- | --- | --- |
| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Nursing and Assisted Living Centers  -Sunrise Retirement Home  - Holy Spirit Nursing Home  - Countryside Health Care Center  - Pioneer Valley Living and Rehab/Nursing Home  - Westwood Specialty Care/Nursing Home | -Provides clinical experience in long-term care for our CAN students | Partnerships established in 1995 |
| Unity Point- St Lukes Hospital | -allows our students to access their facility through guided tours  -provides staff members to come speak to our students about different careers in the medical field  -allows our students to job shadow in their facilities  -provides the acute care clinical experience for our CNA students | This partnership began in 1997 |
| Mercy Medical Center | -allows our students to access their facility through guided tours  -provides staff members to come speak to our students about different careers in the medical field  -allows our students to job shadow in their facilities  -provides the acute care clinical experience for our CNA students | This partnership began in 1996 |
|  |  |  |
|  |  |  |

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)

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?** |
| Siouxland Red Cross | -volunteers come to speak to our students about their work and opportunities  - act as critical friends analyzing and giving feedback on student work  - provide materials for student projects (Scrubby Bear/ pillow case project) | 1998 |
| CNOS | -physical therapy experiences | Currently working on establishing a partnership |
| Sioux City Museum | -act as critical friends, analyzing student work and providing feedback | 2012 |
| National Guard |  |  |

# **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).