# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the fifth 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 student 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; and
* Providing concrete data on the program of study’s impact on student achievement and success at both the secondary and postsecondary levels.

**ELIGIBILITY**

* This award is open to any 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 student achievement will not be eligible for consideration.
* If your program has received in an award 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 15, 2017 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/2018-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 student.
* 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; and
* 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 4-6, 2018.

**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/2018-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: Communications
2. Point of Contact
 Name: Kelly Harmon

Email Address: kharmon@ctemc.org

Phone Number: 732-995-4002
Address: 1740 New Bedford Road, Wall, NJ 07719

1. Applicant’s School/College: Communications High School
2. State: Choose an item.
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

 [ ]  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.

 Since 2000, Communications High School of Monmouth County has provided a college preparatory program with an emphasis on communication in the areas of Digital Video, Publishing, Digital Printing, Visual Communication, Mass Media and Television.  The theme- based curriculum in conjunction with community, industry and higher-education partnerships provides students with a competitive and specialized experience.  College-bound, our students are poised to ask big questions and make big changes.

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

#

# **STUDENT 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 student achievement will not be eligible for consideration. (100 word limit)

 319 students are enrolled for the most recent year; female students represent 73% of the population and male students represent 27%. 88% are white, 6% are Asian, 5% Hispanic, 1% Black. According to the most recent NJ School Performance Report, 91% of students at CHS met or exceeded expectations in ELA. 86% of students met or exceeded expectations in math. 100% of students graduated and moved onto post secondary schools.

|  |
| --- |
|  |
|  |  |
|  |  |  |

**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, not the entire school/institution. Additionally, only include data where students 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 | 2014-15 | 2015-16 | 2016-17 |
| **SECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  | 323 | 319 | 311 |
| % male students  | 29% | 27% |  23% |
| % female students  | 72% | 73% | 75% |
| % minority students | 12% | 13% | 10% |
| % low-income students  | 2% | 3% | 3% |
| % students with disabilities  | 2% | 3% | 1% |
| % English language learners | 0% | 0% | 0% |
| Other relevant *demographic* data  |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.)  | 73% | 52% | 47% |
| % of students who earned an industry-recognized credential  | 100% | 100% | 100% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors)  | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors)  | 100% | 100% | 100% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors)  | 0% | 0% | 0% |
| **POSTSECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  |  |  |  |
| % male students  | % | % | % |
| % female students  | % | % | % |
| % minority students | % | % | % |
| % low-income students  | % | % | % |
| % students with disabilities  | % | % | % |
| % English language learners | % | % | % |
| Other relevant *demographic* data  |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible)  | % | % | % |
| % of students who earned an industry-recognized credential (who were eligible)  | % | % | % |
| % of graduates who entered the workplace and/or military (who were eligible)  | % | % | % |
| % of graduates 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.

 The data above comes from the NJ School Performance Report, Application for School State Aid Report and our PowerSchool System Report.

 Please note: Communications High School does not offer a post-secondary program of study.

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

 Students who have been traditionally underrepresented, including by gender, race and ethnicity, and special population status, are actively recruited. Guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non- discriminatory and that takes into account student interests and abilities. As necessary, support services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program of study.

1. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)

 Teachers receive professional development opportunities annually on how to differentiate instruction to address the needs of ALL of our learners. Using evidence based instruction to aid learning, instructors focus on the formative assessment data to aid their instruction during their weekly PLC discipline/grade level meetings. Supplemental instruction is intended to fill in students’ learning gaps as quickly as possible and return them to core instruction. Instruction is delivered at least four times per week in small-group settings in addition to regular classroom instruction.

1. What activities does your school or institution do to recruit elementary, middle, high school students and/or adult learners into the program of study? Please provide examples. (150 word limit)

 The Director of Pupil Services travels to every elementary and middle school in Monmouth County during the school day, 8th grade assembly or parent night event. He also hosts a middle school counselor breakfast in September where all the 8th grade counselors are invited to attend. In addition, our academy hosts four info sessions (aka open houses). These are advertised in local community and Hispanic newspapers. Parents and perspective students must attend an info session to receive an application to apply. Info session dates are advertised on our district and school websites as well as advertised in all elementary and middle school guidance offices.

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)

 Yes, CHS is associated with SkillsUSA. The CHS chapter of SkillsUSA has 150 members and will have 55 students compete in 23 competitions this year. Last year, the club earned 17 medals in 10 state competitions and traveled to Lousiville, Kentucky to compete in national contests. The members plan and execute a wide variety of events for career and skills development including Career Day, Club Fair, Workshop Week and National Technical Honor Society. CHS also hosts the state audio/broadcast competition for SkillsUSA, soliciting professionals from the community to serve as judges to assess the skills of secondary and post secondary students across the state.

1. Describe how career guidance/advisement is integrated into your program of study to support students’ completion of the program of study and entry into additional education/training and/or a successful career. 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 CHS guidance department prepares students to be lifelong learners and responsible citizens in the community through a comprehensive program that meets their academic, personal/social, and career needs.

 In addition to daily guidance services, school counselors follow a student-centered curriculum that begins with freshman and follows the students through their senior year.

 Freshman are assigned Naviance accounts and take a Myers-Briggs personality assessment to help match their personality type to potential careers. Sophomores and their parents are invited to an evening presentation on college and career planning where parents are also given Naviance accounts. Juniors are invited to individual college planning team meetings with their school counselor and a unit of college preparation is part of their mandatory junior seminar class. Seniors meet with their counselors individually throughout their senior year.

 Students are introduced to explore online tools such as Khan Academy’s test preparation and college exploration services, jobsmadereal.com, CollegeScoreCard, Youvisit.com, Youniversity.com, Do What You Are, and parents and students are encouraged to visit a blog maintained by the Guidance Department to keep them up-to-date on current topics and trends in college admissions.

# **COLLEGE- AND CAREER-READY STANDARDS/EXPECTATIONS**

1. Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. Please also address the following:
	1. How were employers involved in the development and/or 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 students 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)

 This program was initially a shared time program that focused on digital video, arts and print production. Through the course of administrators, community stakeholders and teachers sharing their expertise and seeing a need for a full time program, the program evolved. All courses are taught at an honors level and all teachers meet annually with college professors and professionals in the field to discuss demands after high school.

1. Which technical, academic and/or employability skill 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 StandardsCollege and Career Readiness Standards | NJ College and Career Readiness Standards &NJ Student Learning Standards  |
| Career Cluster or Technical Standards | 21st Century Life and Career Skills |
| Employability Standards  | 21st Century Life and Career Skills |

The Standards-aligned and Integrated Curriculum is developed with employer input to prepare students for both further education and emerging careers; it’s based on industry-validated technical standards and competencies. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate, incorporating employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. It’s reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the field, evidence-based program models. All teachers are required to include the standards within their lesson plans. Teachers are also required to include the learning standards addressed on their assessments, including performance-based assessments where students must demonstrate the application of their knowledge and skills. CTE educators, academic educators, counselors, administrators and other relevant staff collaborate regularly during monthly PLC meetings to coordinate curriculum, instruction, assessment and extended learning activities and to analyze data for program improvement.

# **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, and explain how your program of study ensures students 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](http://careertech.org/sites/default/files/PlanStudy-CareerCluster-AG_0.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 I: World Literature | Algebra, Geometry,Algebra II/Trig | Biology | World History | Physical Education,Health I,Effective Speech,Computer Technology,Spanish I, II or III | Intro to Digital Video, Communication Technology, Intro to Radio/TV |
| **10** | English II: American Literature  | Geometry, Algebra II/Trig, Pre-Calculus | Physics | US History I  | Physical Education,Health II, Spanish II or III | Journalism, Visual Communications  |
| **11** | English IIIMedia Writing  | Algebra II/Trig, Pre-Calculus, Calculus | Spanish III/IV | US History II | Physical Education,Health III, Spanish III or IV | Visual Communications II, Animation, Digitual Photography, Digital Video II, Java Programming, Live Studio Production, Intro to Photography, Illustration & Design, E-Publishing, New Media, Intro to Print Production, Advanced Journalism |
| **12** | Creative Writing, Humanities  | Pre-calculus, Calculus, AP Calculus, Statistics | Advanced Physics, Advanced Biology, Forensics | Historical Issues through Film  | Financial Literacy, Health, Fitness  | Mentorship, Advanced Design, AP Art Studio, Advanced Mass Media, Advanced Studio Production – TV, Advanced Studio Production – Radio, Fine Art Photography, Spanish Communications, Advanced Print Production, Web Design |

1. How do you ensure that CTE instruction and coursework is integrated with core academics?

1. List the opportunities for students 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)

 CHS has articulation agreements with Seton Hall University, Brookdale Community College, and Monmouth University.

 Two AP courses, AP Calculus A/B and AP Studio Art: 2D Design are available to students.

 Articulation Agreement with Seton Hall University

 Current CHS courses that are approved for Project Acceleration include Core English (English 4), Calculus, Spanish I, Spanish II, and Advanced Design. Students can obtain up to 16 college credits through this program. All courses are taught at CHS with approved faculty and course of study. Credits are offered at a significantly reduced rate.

 Brookdale Community College Dual Enrollment Program

 Brookdale Community College and Communications High School established a Dual Enrollment Release Time Program beginning in December 2014. Seniors will be released early from his or her 4th period class to attend college classes at the Neptune or Wall campus.

 Articulation Agreement with Monmouth University

 Beginning with the Fall 2016 semester, Monmouth University and Communications High School (CHS) established an Articulation Agreement for CHS graduates who attend Monmouth University’s School of Humanities and Social Sciences. Students will enter their freshman year with advanced standing providing the terms and conditions of the Agreement are met

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?** |
| Brookdale Community College | Brookdale Community College partnered with Communications High School to establish a Dual Enrollment Release Time Program. Seniors will be released early from the school day to attend college classes. | 3 years |
| Monmouth University  | Last year, Monmouth University and Communications High School established an Articulation Agreement for CHS graduates who attend Monmouth University’s School of Humanities and Social Sciences. Students will enter their freshman year with advanced standing providing the terms and conditions of the Agreement are met. | 1 year  |
| Seton Hall University  | Seton Hall approved for various CHS courses for Project Acceleration. These include Core English (English 4), Calculus, Spanish I, Spanish II, and Advanced Design. Students can obtain up to 16 college credits through this program. All courses are taught at CHS with approved faculty and course of study. Credits are offered at a significantly reduced rate. | 15 years  |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. Please 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. If applicable, what labor market data does your program of study use to align to workforce needs? (250 word limit)

From 2014 to 2024, employment in Monmouth County is expected to increase by 22,888 or 8.7 percent, a rate well above the state’s projected rate of growth (6.5%).  Arts, Entertainment and Recreation is projected to add 2,709 jobs and grow at a rate of 2.8 annually.

 Source: NJLWD, Industry and Occupational Employment Projections 2014 - 2024. The

 industry employment projections use the nonfarm wage salary employment definition of employment.

 The primary data input is an employment time series, by industry, which goes back to 1990.

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? **YES** or NO.
2. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

Every 12th grade student must complete a work-based experience also referred to as “the mentorship”. The student mentorship program places a senior in a place of industry for an eight week period. It’s a collaborative partnership in which the student and mentor work toward stated goals, depending on the needs of the mentor and the student. The mentorship reinforces skills and knowledge taught at Communications High School that are essential to any communications related endeavor. The practical application will involve real world/practical experiences reinforcing integration of academic skills. Emphasis will be on the application of the following workplace readiness skills: punctuality, business etiquette, communication, teamwork, problem solving, and the integration of academics within the professional environment. Students are assessed based on the mentor’s evaluation of the student, a written self-evaluation by the student, a multi-media presentation upon the completion of the mentorship and artifacts including: log/journal, site visit report, resume.

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**  |
| Adobe Certified Associate Photoshop | NOCTI |
| Adobe Certified Associate Premiere | OSHA |
| Oracle Java Programmer | SkillsUSA Career Essentials Certificates |

1. Please describe how you ensure the instructors teaching this program of study keep up-to-date on advancements in the workplace, such as participating in externships and/or requirements to have current industry credentials. (100 word limit)

 There are many ways instructors connect with employers to ensure that students’ experiences match future workplace demand and that NJ students are meeting standards:

 teacher job shadows and externships and communication with employers through intentional outreach or advisory boards. Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure

 the program of study is informed by employer and community needs. The program of study has a formalized, structured approach to coordinating partnerships, such as an advisory

 board or sector partnership

1. Please provide information on **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?** |
| Asbury Park Press (APP)  | The APP provided our students career exposure, allowing them to tour their facilities, converse with employers for the purpose of initial exposure to jobs and careers. They also allowed job shadowing: teacher arranged opportunities where students shadowed an employee in their work environment to get an idea of what was involved in the print industry. | This relationship was established 16 years ago when the advisory board first met. Representatives from APP were active members, eager to help CHS establish a rigorous thematic curriculum for the print production and journalism departments.  |
| Custom Video Production | Custome Video provided our students career exposure, allowing them to tour their facilities, converse with employers for the purpose of initial exposure to jobs and careers. They also allowed job shadowing: teacher arranged opportunities where students shadowed an employee in their work environment to get an idea of what was involved in the print industry.  | This relationship was established 16 years ago when the advisory board first met. Representatives from APP were active members, eager to help CHS establish a rigorous thematic curriculum for the video program. |
| The RAT Radio Station 95.9 The WRAT | They served as mentors during our Career Day and provided our students career exposure, allowing them to tour their facilities, converse with employers for the purpose of initial exposure to jobs and careers. They also allowed job shadowing: teacher arranged opportunities where students shadowed an employee in their work environment to get an idea of what was involved in the print industry.  | This relationship was established 10 years ago when the advisory board first met. Representatives from APP were active members, eager to help CHS establish a rigorous thematic curriculum for radio program.  |

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 students who participate. (Optional)

Illustration and Design Students participated in the Memory Project (memoryproject.org), where students created portraits of children from the Congo. Portraits are sent to the children in the Congo who do not have the means to visually record their childhood. A donation was included with the portraits and the class will receive in return a video of the children being presented with their portraits.

A CHS art student was selected by the Belmar Environmental Commission as the

winner of their canvas bag logo design contest. The contest brings awareness to the dangers

of plastics in our oceans. She was presented with her award at Belmar’s Taylor Pavilion by councilman Thomas Brennan. Her design will be printed on canvas shopping bags available this summer.

The National Scholastic Press Association recognized our newspaper (The InkBlot) as All-American with Four Marks of Distinction in the NSPA Publication Critique Service.

Four students from CHS were awarded with first place in the Congressional App Challenge for the fourth district of New Jersey

The Cyberbullying Film Invitational was promoted and

managed by AT&T and Fullscreen and attracted more

than 250 student filmmakers from across the

country. AT&T handed out awards to the best films,

and plans to use footage from the winning films to

produce an educational cyberbullying resource for

schools. CHS students brought home $2500 for their cyberbullying video.

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?** |
| American Cancer Society |  |  |
| Atlantic Architectural Millwork |  |  |
| Becker Guerry Graphic Design |  |  |
| Big Brothers/Big Sisters |  |  |
| The Coast Star |  |  |
| Commault |  |  |
| Currents Magazine |  |  |
| Design 446 |  |  |
| GoodSports USA |  |  |
| Gellman Images |  |  |
| InfoAge |  |  |
| Jenkinson’s Aquarium |  |  |
| LakeHouse Music Academy  |  |  |
| Lakewood Blue Claws |  |  |
| LaMagra Consulting |  |  |
| M Studio |  |  |
| Middletown Arts Center |  |  |
| 94.3 The Point, Townsquare Media Group |  |  |
| Monmouth Arts Council  |  |  |
| Monmouth County SPCA |  |  |
| Move for Hunger |  |  |
| Office of State Senator - Beck |  |  |
| Office of State Congressman - Pallone |  |  |
| Red Bank River Center  |  |  |
| Rizco Design |  |  |
| Ronald McDonald House |  |  |
| Seabrook Village Television |  |  |
| SEM Geeks LLC  |  |  |
| Shark River Park  |  |  |
| Solari Creative  |  |  |
|  |  |  |
|  |  |  |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2018-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! The selection committee will convene in December 2017 to review the applications and make final decisions. You will know the status of your application by January 25, 2018. 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 student 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.