# **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: Auto Technology
2. Point of Contact  
    Name: Hollie Harrell

Email Address: hharrell@andersonctc.k12.sc.us

Phone Number: 864-847-4121  
Address: 702 Belton Hwy

Williamston SC 29697

1. Applicant’s School/College: Anderson 1 and 2 Career and Technology Center
2. State: South Carolina
3. Type of institution (click the box to check)

Area technical center

Career academy

Comprehensive high school

Community college

Technical college

Other (please specify)

|  |
| --- |
| Multi-District Career Center for Anderson School Districts 1 and 2 |

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.

The Auto Technology program is a three year program starting the sophomore year and incorporates a dual credit opportunity the senior year through Tri-County Technical College where students can earn industry certifications in electrical and braking systems. At the secondary level the program incorporates numeracy and literacy in every session that is aligned with automotive state standards.

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

According to Anderson County Economic Development, Anderson County’s economic condition emphasizes manufacturing with more than 200 major manufacturers and 20 international companies. Automotive is a top business industry in Anderson County and the Upstate creates an exceptional business climate for business and industry. Geographically, Anderson is located along I-85 halfway between Atlanta and Charlotte. Anderson is ranked in the top 25 in the region as one of the “Best Places in the South to Locate Your Company” by Southern Business and Development.

www.andersoncountysc.org/Departments/Economic-Development/ED-Directory

# **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)

The Auto Technology program has been comprised mainly of rural low-income male students, however over the last couple years we have continually seen an increased in the female and minority population. We have utilized highly achieving female and minority Auto Technology students as spokespersons for the program mostly during the annual pre-registration tours that take place for potential students. In addition, the shop atmosphere is held to the highest standards in regards to cleanliness and professionalism.

\*After graduation data is collected 9 months after graduation and will not be available until March of 2018 for the 2016-17 school year.

**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** |  |  |  |
| % male students | 91% | 92% | 84% |
| % female students | 9% | 8% | 16% |
| % minority students | 9% | 8% | 18% |
| % low-income students | 35% | 34% | 35% |
| % students with disabilities | 11% | 5% | 7% |
| % English language learners | 0% | 1% | 1% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 0% | 88% | 73% |
| % of students who earned an industry-recognized credential | 94% | 99% | 99% |
| % of students who participated in work-based learning | 54% | 43% | 40% |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 44% | 57% | \*% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 56% | 43% | \*% |
| **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 source of this information is PowerSchool. PowerSchool is the state mandated records keeping online software that houses all student records. Due to confidential student information that is housed in this location the link to this site does not have public access.

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

One of the resources we utilize to address equitable access and outcomes for students consist of relationship with Clemson University and their PEER WISE and Snapshot programs. The WISE programs focus on females in the non-traditional fields of science and engineering while the Snapshot program focuses on all genders with ethnically diverse backgrounds. Students attend annual events at Clemson University in addition to program mentors visiting with students on our campus.

Students also participate in annual field trips to local industries and military facilities where they are able to experience alternate pathways into the automotive career field in addition to gaining knowledge in regards to assistance for paying for their post-secondary education.

Another resource we use is a student services assistant. This person assists in providing academic accommodations such as oral testing, small group testing, and other related practices that are needed by the students in cases of disabilities.

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

The Auto Technology program utilizes Todaysclass.com. This website includes virtual work based learning that allows students to practice, what would be considered, dangerous and technically difficult tasks before they are given the opportunity to work on a live vehicle. In addition, all assignments, feedback, and communication are digitally recorded on the “Showbie Paperless Classroom” app that allows students to maintain a record of their work in an organized and easy to access location.

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)

At the elementary level we participate in their career days and take current students to present about their respective programs. At the middle school level we participate in the Anderson Oconee Pickens Business & Industry Showcase which is a regional event that focus on providing every 8th grader in the Anderson, Oconee, and Pickens County an opportunity to experience and learn about local business and industries that is in their area. In conjunction with this event we provide a campus tour of all the programs for the 8th grade students from our school districts. We then provide a second tour the 9th grade year followed by an on-site registration at their local high schools. In addition, select programs may also participate in demo days at the local high schools where they will go and set up a demonstration table and speak with students in the common areas.

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)

Previously we had been associated with SkillsUSA and participated in competitions, however with the addition of the dual credit component we ran into difficulties being able to compete due to scheduling, rigorous demands, and the required contact hours associated with the college course loads.

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 Auto Technology program is designed to provide a seamless transition to post-secondary education at Tri-County Technical College. Beginning in the sophomore year students are challenged to explore the Auto Technology field and are provided fundamental hands-on opportunities to assist them in their decision making process in regards to pursuing the career field. Moving through the junior year students are better prepared for the rigors of the senior dual credit curriculum and co-op opportunities. Dual credit is offered the senior year though Tri-County Technical College and transition seamlessly towards an Automotive Technology A.A.S. Degree.

In addition, industry professional from our area conduct mock interviews for students to simulate the interview process. Students present their resume to a panel of industry leaders and answer a series of interview style questions. Immediate feedback is provided, highlighting areas of success and areas of improvement. This process has led to some students being hired as a result of their mock interview’s success.

# **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)

The South Carolina state standards provide the basic framework needed to ensure the curriculum is relevant to the industry. The state has adopted the NATEF guidelines to ensure the curriculum and facility meets these standards. In addition, we have pursued feedback from the local businesses and industries that employ our students. This is an ongoing collaboration and with their feedback we are able to adjust the program of study to meet the current needs of the industry in our region. For example, if the industry uses specific equipment that the state standards may not require, we would obtain the equipment and incorporate it into our program assuring the student’s success in the career field after graduation.

In addition, the program incorporates a dual credit component the senior year that leads to a seamless transition to Tri-County Technical College. Upon completion of the program students will earn an Electrical and Brakes Certification and will have completed their first step towards an A.A.S. Degree in Automotive Technology. This pathway has been developed through a strong partnership and collaboration with Tri-County Technical College personnel stemming from the Career Center Director to the classroom instructors. Multiple meetings annually assure that program of study continues to address the needs of the community and the need of the students as they prepare for continued education or placement in the work force.

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 Standards | Literacy is used by way of service manuals, flow charts, completion of work orders and explanation of diagnostic processes.  Numeracy is used by way of micrometers, precision measure instruments, vehicle alignments, and ratios (air/fuel mixtures and fluid quantities) |
| Career Cluster or Technical Standards | Mechanical Light Repair  Breaks  Electrical  Engine Performance  Engine Repair  Service and Safety  Steering Suspension  All technical standards utilize job sheets for all tasks and are hands on.  \*See attached Task List/Crosswalks PDFs |
| Employability Standards | Attendance  Attitude  Communication  Ability to work with others  Ability to take responsibility for actions  Ability to self-evaluate  Ability to safely manage materials  Problem solving  Students are assessed on these standards once every 9 weeks and are awarded a numerical grade that accounts for 20% of their final grade. |
| Other |  |

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

1. Please fill out the chart below, and describe your program of study’s course sequence by grade level, including the relevant or required academic and technical courses, as well as other required activities.   
   Make sure to highlight the course sequence that bridges secondary and postsecondary education, 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 1 | Algebra 1 | Physical Science | World Geography | PE, ROTC, or Computer Science Credit |  |
| **10** | English 2 | Geometry | Biology 1 | U.S. History and Constitution | Foreign Language | Auto Technology 1 |
| **11** | English 3 | Algebra 2 | Chemistry 1 | U.S. History and Constitution | General Elective | Auto Technology 2 |
| **12** | English 4 | Pre-Calculus | Physics | Government and Economics | General Electives | Dual Credit  Engine Fundamentals, Automotive Electricity, Automotive Diagnostic and Repair, Automotive Electronics |
| **13** |  |  |  | Organization Psychology | Introduction to Computer Environment, Professional Communication | Brakes |
| **14** |  | Algebra, Geometry, and Trigonometry 1 | Survey of Physics |  | Other Elective | Advanced Breaks, Engine Performance, Automatic Transmission, Automotive Air Conditioning |
| **15** |  |  |  |  | Technology and Culture | Steering Suspension and Alignment, Advanced Automatic Transmission |
| **16** |  |  |  |  |  | Manual Transmission and Axle, Advanced Automotive Diagnosis and Repair |

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

As a member of Technology Centers That Work – Southern Regional Education Board we incorporate their numeracy and literacy directive to ensure students are well prepared in technical reading, writing, and problem solving.

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)

Students have the opportunity to earn dual credit their senior year through Tri-County Technical College. Students will take two course and earn seven units their first and will take two courses earning eight units their second semester for a total of fifteen units for the year. Upon completion of their senior year students will have earned an automotive engine electrical systems certificate.

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?** |
| Tri-County Technical College | Provide the dual credit instruction for the students their senior year. | In 2014 a proviso grant was utilized to support the automotive career field that allowed students to participate in the dual credit program without cost. Through numerous meetings and collaboration a pathway was formed to allow students to earn industry credentials and get a head start on an A.A.S. degree from Tri-County Technical College. |
| ACTC Automotive Advisory Board | The advisory board actively provides feedback and recommendations as to the relevance of the program within our community. They provide great insight as to what direction the profession is heading and what a student needs to be proficient in in order to stay ahead of the learning curve. | Inception, maintained through networking in the local community and continually looking to bring on additional members. |
| Blanchard/Caterpillar | The goal of the partnership is to incorporate students in their “Think Big Academy” which is their company academy to train diesel mechanics. | 2 years, they contacted us due to the need for diesel mechanics in our area. |
| BMW | The goal of the partnership is to incorporate students in their “BMW Technical Scholars” and their “STEP Program” which is their company technical training program. | 5 years, this is the instructor’s previous employer. |

# **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)

With the recommendations from the program’s advisory board the focus is on the growing demand for skillfully trained service technicians. In addition, the increased presence of the automotive manufacturing industry has created more opportunities for career pathways. The program meets the workforce demand by development of skillful technicians that are qualified to pursue a career pathway in either post-secondary education or placement in the field of study. The consecutive placement rates for the Automotive Technology program has been 95% or higher. The local Anderson Economic Development partnership and the data they release annually are used to align the program to workforce needs.

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES or NO.

Students are given the opportunity to participate in one or more work-based learning activities during the 2.5 years in the Automotive Technology Program.

1. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

Work-based learning opportunities offered in Automotive Technology are job shadows, internships, mentoring, school based enterprise, cooperative education (Co-op), service learning, structured field trips and work-based learning credit.

Internships are offered on bases of opportunities offered by the employer and what is conducive to the student’s schedule.  These are primarily during the classroom hours of the program and are scheduled from 3-10 days of classroom time. The student intern works regularly during and after school in exchange for the worksite mentor’s time in teaching and demonstrating.

The co-op opportunity extends from the internship.  This written training and evaluation plan guides workplace activities in coordination with classroom instruction. Students receive course credit for co-op completion and financial compensation. This opportunity it the ultimate goal of the program is that it is a seamless opportunity straight into the work place or post-secondary work.

The school-based enterprise is a significant portion of the program. The students participate in the overall development and maintaining a student ran small in a school setting.  The venture supports the development of academic, technical, and entrepreneurial skills in an applied academic environment. This enterprise provides opportunities for students to explore and experience basic business and entrepreneurial practices through business-related activities

Service Learning projects are a valuable portion of the learning process. The students engaging in community work for a specified number of hours such as working with non-profit organizations and receive credit for hours volunteered.  This opportunity allows the students to engage in workplace-readiness skills and citizenship skills.

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** |
| ASE Electrical | ASE Breaks |
| ASE Automatic Transmission | ASE Engine Repair |
| ASE Manual Drive Line  ASE Steering and Suspension  ASE Heating and Air Conditioning  ASE Engine Performance | ASE Maintenance Light Repair  SP/2 Safety Certifications |

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)

Annual industry days allow the instructor to experience current work environments and gain insight that can be brought back to the classroom. In addition, the instructor attends a weeklong ASE Instructor Conference that educates the instructor on upcoming technologies in the automotive industry. Also, the instructor maintains ASE certifications in all nine of the automotive related areas. Re-certification occurs every five year by re-testing to display up-to-date knowledge of relatable information.

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?** |
| Honda | Work based learning | This partnership has been active for five years and was developed through our school to careers department and their initiative to find and foster more opportunities for our students at local industries. |
| BMW | BMW is involved with field trips to their facilities, mentoring and providing guest speakers for the students, vehicle showcases that allow students first hand experiences of their concept cars, and an assistance to post-secondary through their scholarship program. | This partnership has been active for seven years and was developed through the instructor’s relationship and previous employment. |
| TB Racing | TB Racing provides motorsports opportunities for students go participate in work based learning. These opportunities can also lead into co-ops. | This partnership has been active for three years and was developed through the instructor’s participation on the racing team. |
| Toyota of Easley | Toyota of Easley provides work based learning opportunities that consists of co-ops and can lead to post-secondary opportunities through their schooling program. | This partnership has been active for three years and was developed through our school to careers department and their initiative to find and foster more opportunities for our students at local businesses. |
|  |  |  |

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)

Students participate in job shadows during their junior year. Often this leads to an opportunity for a co-op and/or future employment. On the job training and experiences accelerate the students in their career pathway, giving them an advantage. During the co-ops students are evaluated by the employer. Toyota of Easley is a local dealership and a perfect example where a student followed the pathway mentioned. The employer encouraged the student to continue his education after high school and created a schedule that allows him to attend Tri-County Technical College.

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/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](mailto:awards@careertech.org).