# **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: Structural Systems
2. Point of Contact  
    Name: Charles M. Bumpus

Email Address: charles.bumpus@cmcss.net

Phone Number: (931) 387-3201  
Address: 3955 Highway 48, Cunningham, TN 37052

1. Applicant’s School/College: Montgomery Central High School
2. State: Tennessee
3. Type of institution (click the box to check)

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.

Program of Study consists of three content courses (Fundamentals of Construction, Structural Systems I, and Structural Systems II) and a Practicum course which provides students the opportunity to experience work based learning. The Program of Study (under various names) has existed since the opening of the school in the early 1970’s. At this time this is a secondary program with NCCER Industry certification opportunities and multiple business/industry partners.

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   
  
Geographically, the school sits in a rural area. The zoned area contains both students would live within the city limits and students living in a rural county setting. Diversity is represented but the bulk of students are middle class. A military base (Ft. Campbell) lies within Montgomery County so many students are connected to military families.

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# **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)  
     
   Post-secondary data is not included due to the fact that we currently do not have any students participating in dual enrollment within this program of study. The majority of students in this program of study pursue work after high school so the focus of this program has been connecting students to industry certifications and gainful employment. Local employers have begun actively seeing out this program for potential employees. Many students have jobs when they graduate. Work is being completed at the district level to expand dual enrollment opportunities for this program of study.

**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** | 138 | 157 | 159 |
| % male students | 97.8% | 97.4% | 94.3% |
| % female students | 2% | 2.5% | 5.6% |
| % minority students | 15.9% | 17.8% | 18.9% |
| % low-income students | 13.7% | 24% | 36% |
| % students with disabilities | 7.2% | 12.7% | 16.4% |
| % English language learners | 0% | 0% | 0% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | % | % | % |
| % of students who earned an industry-recognized credential | % | % | % |
| % of students who participated in work-based learning | % | % | % |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 99% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | % | % | % |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | % | % | % |
| **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.

Data source is our local student information system PowerSchool which does not have public access. Data was pulled by our school counseling department.

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

All CTE programs within the Clarksville-Montgomery County School System are available to all students. Students desiring to enroll in CTE programs not at their zoned school can complete the Special Transfer request to gain access. Special Transfer requests are reviewed in May of each school year for the following school year so students and parents are aware of the status of their request prior to the end of the current school year so can make necessary arrangements for the next school year. All CTE programs are represented at the 8th Grade Career Exploration Day so all eighth grade students in the district are exposed to all CTE programs available.

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

The school district implemented 1:1 computer distribution so all students have access to a computer. The district provides summer school and credit recovery for students who are credit deficient. The district allows students to request a special transfer if a program of study is not available at their zoned school so all students have access to all CTE programs of Study.

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)  
     
   Montgomery Central High School’s Guidance Counselors host a night each year for students and parents to learn about all the programs offered at the high school. Each program sets up a table in the cafeteria to promote their program. Students and parents visit the tables where information is provided about the content of the courses, teacher expectations for students and information about class projects and activities.

School and program participate in the 8th Grade Career Exploration Days. On these days, every 8th grade students in the district gets an overview of what secondary and post0secondary options as well as local employers who have careers within the 16 career clusters.

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)

Program is associated with SKILLSUSA. Students become local members of SKILLSUSA. Local Chapter hold monthly meetings and participates in local competition each school year.   
  
15. 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)

All students complete a career interest survey (KUDER Navigator) either in the spring of their 7th grade year or early fall during their 8th grade year. All 8th grade students participate in our local 8th Grade Career Exploration Day (<https://cmcssfocus.net/2016/11/18/8th-grade-career-fair/> ). The district has recently invested in Naviance so all students can explore multiple careers within a Career Cluster via Roadtrip Nation videos. Other resources within Naviance will allow students to explore post-secondary institutions across the county, provide scholarship match specific to student individual goals and allow all students to graduate with an individualized career plan.

Each course has standards specific to career exploration. Our school is a 1:1 school so all students have access to a computer to complete research. The following are examples:

Research the major professions and trades within construction, such as electrician, carpenter, mason, plumber, HVAC technician, cost estimator, and construction manager. Produce a chart or other graphic detailing the aptitudes and training needed for at least three careers of interest. For example, out-

line the typical steps needed to become a journeyman electrician, such as completing postsecondary training and obtaining on-the-job training through an apprenticeship, and devise a tentative career plan to reach employment goals.

Research apprenticeships and postsecondary institutions (colleges of applied technology, community colleges, and four-year universities) in Tennessee and other states that offer construction-related programs. Write an informative paper or develop an infographic identifying entry requirements for a specific apprenticeship or postsecondary program of study, and the secondary courses that will prepare students to be successful in the program.

# **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)

Current Program of Study was developed by the Tennessee Department of Education/College, Career and Technical Education Division. Course standards are aligned with NCCER standards and the state adopted textbook is NCCER endorsed.

1. At the state level, an industry advisory council was utilized in the development of the standards and meet yearly to review make recommendations to ensure course standards are current with what is happening within the industry. Locally, we have our own Advisory Committee which meets twice a year to ensure our local program is graduating students with the knowledge and skills needed to gain employment.
2. Construction is vibrant and there is a large demand for skilled tradesmen. We hold an annual contest that showcases our student’s skills and abilities: <https://cmcssfocus.net/2014/04/10/cmcss-construction-carpentry-contest/> . Employers attend and serve as judges. Students bring their resumes. Tables are provided and several students are hired at the event.
3. The majority of students move directly into the local workforce but students participate in field trips to our local Tennessee College of Applied Technology and at least one private post-secondary to explore opportunities available in more specialized fields such as Welding, HVAC/R and Diesel Powered Equipment Technology. Many skills learned in Structural Systems are transferable to these and other areas and also focuses on employability/soft skills needed in all occupations.
4. The main way secondary and post-secondary educators maintain the program of study is through advisory meetings, tours to post-secondary institutions and the annual contest.
5. 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)

Links to course standards: Fundamentals of Construction <https://www.tn.gov/assets/entities/education/attachments/cte_std_fundamentals_of_cons.pdf>

Structural Systems I

<https://www.tn.gov/assets/entities/education/attachments/cte_std_structural_systems_1.pdf>

Structural Systems II

<https://www.tn.gov/assets/entities/education/attachments/cte_std_structural_systems_2.pdf>

Career Practicum

<https://www.tn.gov/assets/entities/education/attachments/cte_std_career_practicum.pdf>

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| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | Math standards most closely align to the Structural systems courses. The following is a standard from Structural Systems I: Implement geometric principles to square a building layout. For example, in the process of staking the corners of a building, check the layout for squareness by using the 3-4-5 rule based on right triangles and the Pythagorean Theorem. Students apply this standard when building portables for the school system. |
| Career Cluster or Technical Standards | Standard example from Structural Systems II: Categorize and describe the structural loads that act on a building, including vertical loads (such as dead loads, live loads, and rain loads) and lateral loads (such as wind and earthquakes). Drawing on textbooks and other resources, create a visual display with supporting text to explain how the various loads act on a building’s structural system. |
| Employability Standards | Identify safety hazards on a jobsite and demonstrate practices for safe working. Accurately read, interpret, and demonstrate adherence to safety rules, including but not limited to rules pertaining to electrical safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between the  rules and explain why certain rules apply.  Recognize and employ universal construction  signs and symbols such as colors, flags, stakes, and hand signals that apply to construction  workplace situations. Research and evaluate construction company safety plans from local  industry. Explain the need for jobsite security to prevent liability. Drawing from examples,  create and implement a jobsite safety program in the class to ensure safe practices and  procedures including jobsite security procedures.  Students are required to pass safety test with a 100%. Students must maintain a safe worksite which is monitored by the district maintenance and operations team and local codes officials. |
| 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.

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| --- | --- | --- | --- | --- | --- | --- |
| 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 | Algebra I | Biology |  | Spanish I or other Foreign Language | Fundamentals of Construction |
| **10** | English II | Geometry | Chemistry | US Government and Civics | Spanish II or Foreign Language | Structural Systems I |
| **11** | English III | Algebra II | Physics/AP Biology/AP Chemistry | US History and Geography | Fine Art Elective | Structural Systems II |
| **12** | English IV | Bridge Mathematics |  | Personal Finance/Economics |  | Career Practicum |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

Academic standards are infused with the state developed course standards. Activities to prepare students for the ACT are integrated into courses.

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 multiple opportunities to participate in AP and dual enrollment, our schools offers: AP Language and Composition (juniors), AP Literature and Composition (seniors), Dual Enrollment English IV, AP US History 9juniors), AP Statistics, AP Calculus, AP Biology, AP Chemistry, AP Spanish, Dual Credit Statistics, Dual Credit Sociology, Service Learning and Peer Mentoring. Students may also apply for dual enrollment with the Tennessee Collage of Applied Technology (TCAT) Dickson/Clarksville Campus. Students leave the high school campus and attend the TCAT 3 hours daily choosing from a morning or afternoon session.

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?** |
| Austin Peay State University – Construction Engineering Technology | Instructors serve on local Advisory Committee. Instructors and student section of the Home Builders Association set up a table at the annual contest to provide students information about their programs. They have also served as judges and helped coordinate students activities during the contest. | Partnership has been active for 5 years and was developed during the planning of the annual contest several years ago as a means of engaging students who were not competing in activities that would allow them to develop knowledge of post-secondary options. |
| Tennessee College of Applied Technology (TCAT) Dickson/Clarksville Campus | The TCAT provides classroom guest speaker and host a tour of their programs each school year. Students learn about post-secondary options and those who plan to attend the TCAT participate in the TCAT’s Signing Day (<https://www.cmcss.net/departments/instruction/cte/signingday.aspx> ). TCAT also sets up a table at the annual contest each year. | Partnerships has been active for 5 years and was developed through the teachers effort for students to understand their options after high school. |
| Nashville State Community College | Campus Director and Dual Enrollment Coordinator serve on Advisory Committee and set up an informational table for students at our annual contest. Campus Director speaks at school events such as the student meetings for TN Promise and Dual Enrollment information sessions. | Partnership has been active with the Dual Enrollment Coordinator for 5 years and for 2 years (since the formation of this position) with the Campus Director. |
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# **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)

This program of study provides with hands on learning of all aspects of the construction industry. The main focus is carpentry but students are exposed to architectural drawing/engineering, HVAC/R, plumbing, masonry and electricity. Students walk away with both technical skills and soft skills needed to gain and retain employment. The program has become known in the community, employers contact us to fill open positions. Many students graduate with jobs. This a link to the Occupational data for Construction Carpenters and other related jobs. We reside in LWDA: <https://www.jobs4tn.gov/vosnet/lmi/occ/occsummary.aspx?enc=9FqQIHbWHhLVfRvcG1jjU+0ncTMOpTrC4NAKWWeBELC4oS+H9tr5AvPOjLbwuBj3B0d1erGp/iylrcVdwwF3F8VGa+fvgvHCuhY/eZ9juiVc8CjELHzXSndEJIrmgCW7m58DnecQ4PnUlKAQym4Vdpf7stMS2FP7q2q2ZrpRHx1QxDhr6bHTS3q0yjner3GL5GdXRjHa2PUt4QyU+RGxWw>==

As you can see from the data there is a healthy demand for workers within the construction arena. Students review job outlook data via the career exploration standards embedded in each course within the Program of Study.

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

Unfortunately, no.

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

The Career Practicum is offered to allow students a work based learning opportunity. Some students leave school to work in the industry while others work on the portables the program builds for the district. Work Based learning is really built into all courses of the program of study as students actively build portables, storage building, and complete school assigned projects on an ongoing basis. The teachers allow students to be a part of the entire process from review of blueprints to bidding out portions students cannot complete as well as cost analysis and maintaining worksite safety.

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)

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| --- | --- |
| **Offered** | **Required** |
| NCCER Fundamentals of Construction |  |
| NCCER Carpentry I |  |
| NCCER Carpentry II |  |
| OSHA 10 |  |
| OSHA 30 |  |

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)

Teacher is provided the opportunity to attend bi-monthly in-services specific to his program of study. Funds are made available to maintain NCCER status as well as OSHA training. Teachers serves as lead for the district and plans/implements a day long in-service for other Structural Systems teachers in the district. Teacher may request to attend any training or conference that will inform him of current industry practices.

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?** |
| Crabbe Construction | Guest speaker, provides equipment, assists in preparations for the annual contest and host teachers at worksite to discuss/plan for program improvement. | Partnership has been active for at least 4 years. Mr. John Crabbe, owner, participated as a judge for our annual contest and became involved in our program. |
| Middle Tennessee Association of General Contractors – Kaylah White, Executive Director | Assists in the planning of the annual contest, sponsors the contest and runs the competitions on contest day. Provides NCCER training to teachers and is our NCCER Affiliate. Connected program to the ACE Mentorship (<http://www.acementor.org/> ) program which will be infused into our courses starting November 2017. Mr. Jack Tipton from ACE provide in-service training in July 2017. | Partnership has been active for 2 years. Karen Pitts, district CTE Coordinator made the initial contact and coordinated a meeting between teacher and Kaylah White. Our work continues to focus on the preparation and coordination of the annual contest and has begun the exploration of creating a pre-apprenticeship program. |
| National Wood Flooring Association | Guest Speaker, Field trip on National Manufacturing Day, provides assistance in promoting the program within the school and community. | Partnership has been active for a years and was developed through the coordination and participation in a field trip. |
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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)

The success for my program can be attributed to the directors, principals and officers of my district. By them knowing the importance of the CTE programs and allowing me to be in such a position to where the teacher/student relationship begins. I not only model what skills are needed in the carpentry industry, and those skills are learned and some are mastered even by young students,  I also lead by example how to be an outstanding citizen of their community with respect for others along with high ethical behaviors. My daily purpose goes beyond the carpentry goal, my utmost purpose is to teach life to the next men and women and I use the carpentry field as my tool to do so.

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?** |
| Building Inspectors | Local inspectors provide data/insight of the current building codes and all of the year to year changes that pertain to the building of portable classroom by our students as well as how the codes apply within the residential building arena. | Longstanding partnership dating back to when teachers was a fulltime general contractor, 10+ years. |
| Mid-TN Lumber | Business donated materials for the building of the classroom portable. They are guest speakers providing demonstration on wood flooring installation with student hands on involvement. | Partnership developed 2 years ago through the planning of a fieldtrip/tour a local floor systems manufacturing company. |
| Huber Engineered Wood | Business donates Advantech sub flooring and Ziptech used in exterior wall sheeting/roof decking for building projects and provides classroom demonstrations on installing these products. | Partnership developed a year ago through the planning of a student field trip. |

The last few years, a group of students each year, are proud to help with the local food drive in our community. The Yellow Creek Baptist Church holds an annual food give-away drive and these students are a part of this event. Two years ago, the event gave away over 900 food baskets and these student helped group the baskets, and hand out to those in need. This year the event grew to over 1,200 food baskets. It is becoming an event that is from year to year known as the event that we can help with. The organizers and I stay in contact with each other throughout the year.

# **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).