# **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:

* Somerville High School Center for Career and Technical Education

1. Point of Contact  
    Name: Leo G DeSimone

* Email Address: [ldesimone@k12.somerville.ma.us](mailto:ldesimone@k12.somerville.ma.us)

Phone Number: 617-625-6600 x6136  
Address: 81 Highland Ave, Somerville MA 02143

1. Applicant’s School/College: Somerville High School
2. State: Massachusetts
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.

SHS/CTE is a comprehensive High School that has offered CTE since 1930. We offer 14 career majors and place 99% of our students. The Architecture & Construction Career Cluster consists of Drafting & Engineering and Residential Carpentry. In Students gain a working knowledge of AutoCAD, the industry-standard for computer-aided-design (CAD) software. They develop construction documents, architectural plans and 3-dimensional models. The Residential Carpentry Technology program will prepare students for a meaningful, high-skill, high-wage, and high-demand career in residential and commercial construction. Program completion may lead to placement in an apprenticeship program and/or admission to a postsecondary program.

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)

The schools demographic comprises of an average of 75% low-income students, and an average of 65% minorities. Our community has a growth of students with disabilities and English Language Learners throughout the years as well. This does not stop our student growth. Currently CTE graduates 100% of their students, and our Architecture and construction programs are proud to have graduated 100% of our students with dual enrollment or AP courses in their transcripts. Further our students have garnered industry related certification or licensing. See the attached PDF chart of our data.

* **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 | % | % | % |
| % female students | % | % | % |
| % minority students | % | % | % |
| % low-income students | % | % | % |
| % students with disabilities | % | % | % |
| % English language learners | % | % | % |
| 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) | % | % | % |
| % 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.

"Massachusetts School and District Profiles Somerville High Data." Massachusetts Department of Elementary and Secondary Education, Massachusetts Department of Elementary and Secondary Education School and District Profiles, 2017, profiles.doe.mass.edu/. Accessed 12 Oct. 2017.

Aspen by Follett Software Company. Follett School Solutions. ASPEN, 2017.

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

We have an aggressive CTE education program. At SHS, we train 30=grade 11&12 student ambassadors to go out to the six k-8 schools in the district during one week in February. CTE educators accompany these student ambassadors. These students are bilingual and all of the presentation (slides, discussions) are in multiple-languages. All of the recruiting handouts, including the application, is available in multiple languages. Due to the dialect differences with Google, these documents are planned out and translated by our PIC (parent information center) ahead of time. We also have a 6th, 7th and 8th grade vocational fair on a Saturday in March, immediately following the k-8 visits. Students are teamed up with an upper-class student that speaks the language. The 6th, 7th and 8th grade students do a project at the vocational fair.

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

We use an integrated computer program called Advantage -plus. This English & Math interacted program is available in many different languages. We also pre-plan and have all documents made in the needed languages. We have translators that accompany students as needed.

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 Somerville CTE program has established a recruitment program that begins with elementary schools tours. Throughout the school year 8th grade students visit Somerville High School and also tour CTE exclusively. This tour consists of going into each program available in CTE and allow students to see the classes in action. Many 8th grade students engage with staff and students and ask questions to further understand what is offered, how, and the career pathways.

Students are also given presentations at their schools by our current CTE Ambassador program. The Ambassadors consist of a few good standing students from each of the programs offered by CTE. The ambassadors go to each elementary/middle school in the city to give presentations to the 8th grade classrooms. Following this students of all ages throughout the city have the chance to participate in the CTE Vocational Fair. The fair is held on a Saturday where teachers and ambassadors hold a learning session in each of the programs. Students and parents enjoy the programs of their selection and spend time learning basic lessons each program offers.

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)

Somerville High School is proud to be a part of DECA and SkillsUSA. DECA is an international association of high school students, which develops business and leadership skills. SkillsUSA has been a student run chapter since 2013. Students have participated and qualified in state competitions and have won bronze medals.

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)

This full year exploratory program is designed to help students learn about their talents and interests relative to a variety of career and technical programs through active participation. Students will explore all 12-career majors, one at a time in 10-day cycles. During the first 10 day cycle, students will set up a career cruising account, take a career assessment and begin a customized career plan to highlight each individual student’s talents and interests. The career plan serves as a guide during exploration and beyond. Additionally, each student will write a reflection based upon his or her experience following each cycle. The student will review these reflections with the CTE guidance Counselor or the Vocational Director as the lead in to an activity that will assist them in selecting their top 3 career and technical program placement choices. The CTE instructors evaluate students during each exploratory cycle by an established grading rubric in the following areas: Workmanship/Production; Safety; Career Awareness; Professionalism and Employability.

Once students have selected their program of study, educators then work on student’s program specific pathways. The Architecture & Construction Career Cluster program has several certification programs established:

* Drafting & Engineering
  + CAD Certifications
  + 10 hour OSHA Certification
* Residential Carpentry
  + OSHA-30
  + RRP Supervisors Certificate Training
  + 1 year towards (CSL) Construction Supervisors License
  + Ramset Certification
  + CPR & First Aid
  + 1 Year credit goes towards the Union Apprenticeship 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?

Employers are involved through educator interactions and connections. Many educators instill industry professionals into their program and will include many of their work standards in the continuous development of the program. The many ways an educator instills employers is through our CTE Advisory program. Each program has several advisors they meet with twice a year and continuously communicate on an on-going basis in order to maintain current and consistent curriculum for the program. Advisors are continuously updated, added or removed from program depending on level of involvement. We encourage advisors to commit to the students as needed for future student and program growth.

Currently the Health Sciences Career Cluster has the following businesses and industry representatives involved in many capacities. We have developed internship opportunities for students, on-site training, and have many on the advisory board in order to help us stay up to industry standards and continue program development and growth. Examples are articulation agreements made with Bunker Hill Community College and CVS Health Learning Center.

* 1. How does this program of study meet the economic needs of your community?   
     Students from either program who need economic relief to participate are helped through a Student Allowance Fund or through an application through MassChild.
  2. How does this program prepare students for postsecondary education? (if applicable)  
     Programs throughout CTE prepare students for postsecondary education with articulation agreements with school programs, and maintaining wrap-around services in order to prevent each student from falling behind. Students are encouraged through their experience as a high school student all around to better their future.
  3. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)   
     CTE programs work closely with secondary and postsecondary educators in order to continuously keep the programs current. Educators are also a committed group within the advisory board. Many have established articulation agreements with individual programs and have done several tours and presentations to students. We also provide a career pathway from high school through a post-secondary institution without the duplication of courses. This ensures high expectations are established for students, encourages lifelong and applied learning and develops communication between high school teachers and post-secondary faculty who share the same discipline. We are a member of the South Shore Collaborative.

Many secondary and postsecondary educators are involved through the schools they represent in the industry.

The Residential Carpentry Technology program will prepare students for a meaningful, high-skill, high-wage, and high-demand career in residential and commercial construction. Program completion may lead to placement in an apprenticeship program and/or admission to a postsecondary program. Students will have the opportunity to train at construction sites through work based learning and student projects. Students will participate in current and traditional building practices, which meet industry standards, including energy efficient construction, health and safety at the workplace, and maintenance of existing structures.

Students gain a working knowledge of AutoCAD, the industry-standard for computer-aided-design (CAD) software. They develop construction documents, architectural plans and 3-dimensional models. The program offers an in-depth training of CAD programs including AutoCAD, Revit, Solidworks, and sketchup. Students also have the opportunity to work as interns in local design firms.

Students from either program who need economic relief to participate are helped through a Student Allowance Fund or through an application through MassChild.

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)

All our Academic Standards are based off the DESE Frameworks. Academic workload in conjunction with wrap around service offered by CTE educators.

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| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | Strand-3 the of the Massachusetts CTE frameworks. Our teachers have developed integrated lesson plans in Math, ELA and science. |
| Career Cluster or Technical Standards | We follow the Massachusetts CTE frameworks in strands 1-6 |
| Employability Standards | ALL of our students cover employability skills in Business class, following strands 4,5 & 6 |
| 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.

Students meet frequently with their guidance counselors in groups in a guidance seminar format. The major topics for each grade’s seminars are as follows:

Freshman Year students, begin a Career Plan, Complete Career Interest Inventory, Orientation to Career and College Planning Materials on the Internet. They learn School Success Skills, Setting Personal and Academic Goals, and Appropriate course Selection Strategies

Sophomore Year students, Develop Values and Attitudes, Familiarization with College Board Testing PSATs, Understanding the World-of-Work, Specific Career Choices and College Information on the Internet.

Junior Year students Create a Naviance Account learn Decision Making and Goal Setting, meet with Career and College Representatives, take College Board Testing–PSAT, TOEFL, SAT 1, SAT 2, ACT’s, learn about the Post Secondary School Search Process through an Introduction to Post Secondary School and Application and Process on the Internet.

Senior Year students develop an Understanding the roles and Responsibilities of Senior Year and Interdisciplinary Career Exploration Project. They go through an ongoing Review of Post High School. Financial Aid for College application and support is available, and student go through a rigorous Final Review of their Career/School/Work plan.

Students must also Successfully complete of 105 credits, with at least 20 credits earned in senior year. Enrollment in high school for four years beyond eighth grade. English 1, 2, 3 and 4 or appropriate ELL courses. Social Studies, including US History (3 years), Physical Education (1 year), Health (1 year), Mathematics (4 years), Science (3 years) and One fine arts course. This does not include the 3 years of CTE program commitment needed in order to obtain their Chapter 74 certification. Generally Sophomore year students take their CTE program of study for a minimum of 1 hour block. Junior year students take their CTE program of study for a minimum of 2-1hour blocks, and Senior year students are required to CTE program of study for a minimum of 3-1hour blocks. Many programs have recommended math and science courses for their program. They also specify electives in order for students to obtain a well-rounded education to coincide with their CTE major.

chart for sampling of the Architecture & Construction Career Cluster.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| * 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 | * US History I | Health Ed I & Physical Education |  |
| **10** | * English II | * Geometry | Chemistry | * US History II | Foreign Language |  |
| **11** | * English III | Algebra II | Physics | World History   * Themes | Health Ed II &  Physical Education |  |
| **12** | * English IV | Trigonometry,  Precalculus or  Integrated math | Engineering by Design |  |  |  |

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

We follow the state frameworks closely and monitor this through a competency system called SKILLS-PLUS. In strand three of the state frameworks, we have developed several integrated lessons in math and ELA that crossover CTE to the core academic strands.

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)

SHS has dual enrollment opportunities for our Academic programs only, CTE offers articulation agreements with specific programs within the program.

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?** |
| Carpenters Union-Apprenticeship | Student Talks, field Trips, School Tours, Site visits, etc. Presentations. | 4+ years of activity, developed through educator connections and advisory board |
| Laborers Union Apprenticeship | Student Talks, field Trips, School Tours, Site visits, etc. Presentations. | 4+ years of activity, developed through educator connections and advisory board |
| North Bennet Carpentry School | Student Talks, field Trips, School Tours, Site visits, etc. Presentations. | 4+ years of activity, developed through educator connections and advisory board |
| Benjamin Franklin Institute | Articulation Agreement . Student Talks, field Trips, School Tours, Site visits, etc. Presentations. | 4+ years of activity, developed through educator connections and advisory board |
| Wentworth Institute of Technology | Talks, filed Trips, School Tours, Site visits, etc. Presentations. | 4+ years of activity, developed through educator connections and advisory board |
| New England Carpenters Training Fund | Talks, filed Trips, School Tours, Site visits, etc. Presentations. | 4+ years of activity, developed through educator connections and advisory board |
| New England Institute of Technology | Articulation Agreement | 5+ years of activity, developed through educator connections and advisory board |
| Middlesex Community College | Articulation Agreement |  |
| Mass Bay Community College | Articulation Agreement |  |
| Bay State Community College | Articulation Agreement |  |
| Roxbury Community College | Articulation Agreement |  |
| North Shore Community College | Articulation Agreement |  |
| Charles O’Leary – Middlesex Community College | Articulation Agreement |  |

# **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)

Employers are involved through educator interactions and connections. Many educators instill industry professionals into their program and will include many of their work standards in the continuous development of the program. The many ways an educator instills employers is through our CTE Advisory program. Each program has several advisors they meet with twice a year and continuously communicate on an on-going basis in order to maintain current and consistent curriculum for the program. Advisors are continuously updated, added or removed from program depending on level of involvement. We encourage advisors to commit to the students as needed for future student and program growth.

The goal for all CTE students is to align the programs with industry standards. At Somerville High School we do with members of the industry inclusion into our Students will acquire the necessary skills to work in any construction related field, which include small to large construction companies in the residential and/or commercial sector. Students can also go onto post-secondary education to pursue further education and become construction managers, projects managers, estimators and business owners.

A student has many options to pursue and can expect to work in architectural/engineering firms, manufacturing, construction management and contracting or a variety of other engineering based occupations. A student can also decide to pursue licensure in various engineering fields, become self employed or run a company.

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES or NO.   
     
   Students are not required to participate in a work-based learning opportunity.
2. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)   
     
   Many students do participate in Internships, CoOps or Shadowing opportunities available through their program advisory board members or Educator collaborations. In Carpentry and Architecture Design, students are given opportunities to work and learn through hands-on training, shadow and visits with several companies throughout the area. Many of these places come to visit the school and offer presentations such as Sasaki Associates.
3. 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)   
   Each CTE program offers certification that is industry-based. The following are certifications offered and required.

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| --- | --- |
| **Offered** | **Required** |
| CAD Certifications | OSHA 10 |
| 1 year towards (CSL) Construction Supervisors License | OSHA-30 |
| RRP Supervisors Certificate Training |  |
| Ramset Certification |  |
| CPR & First Aid |  |
| 1 Year credit goes towards the Union Apprenticeship Program |  |

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)  
     
   Instructors are given goals yearly that align with their program licenses and growth. Educators agree to the growth every year as we go over their evaluation goals and objectives. PD is continuously offered and instructors are encouraged and allowed the time needed to go to these professional developments and continue to grow their programs.
2. 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?** |
| Sasaki Associates | Shadow Program |  |
| Boston Closet | Student Co-Op, advisory board member |  |
| Suffolk Construction | Internship opportunities |  |
| New England Carpenters Training | Student Co-Op, advisory board member and Internship opportunities |  |
| Carrol Roofing | Student Co-Op, advisory board member and Internship opportunities |  |
| Mass Energy Lab Insolation | Student Co-Op, advisory board member and Internship opportunities |  |

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)

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?** |
|  |  |  |
|  |  |  |
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# **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).