# **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: Marketing & Entrepreneurship
2. Point of Contact
 Name: Eric Mathews

Email Address: emathews@apslearns.org

Phone Number: 330-607-4929
Address: 985 Gorge Blvd., Akron, Ohio 44310

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

 ☐ Area technical center

☐ Career academy

 ☒ Comprehensive high school

 ☐ Community college

 ☐ Technical college

Other (please specify)

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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 program of study for the Marketing Education program includes a four course sequence at the secondary level. The courses taught in this sequence are Marketing Principles, Marketing Applications, Merchandising & Buying and Strategic Entrepreneurship. This program of study has been in place for three years.

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 North Hill area of Akron, Ohio, where North High is located is 100% impoverished as all students receive free federal lunch meals. Eighty-two percent of the Class of 2017 in the marketing program were minorities and 12% of them were refugees from other countries. Despite these challenges, 59% of these students enrolled in postsecondary programs and 41% entered the workforce or military. Over the past three years, 100% of the marketing students graduated from North. 57% of the marketing graduates have enrolled in postsecondary programs. All other students have entered the workforce or military.

**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.)**

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| --- | --- | --- | --- |
| SCHOOL YEAR | 2014-15 | 2015-16 | 2016-17 |
| **SECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  | 20 | 15 | 17 |
| % male students  | 50% | 33% | 47% |
| % female students  | 50% | 67% | 53% |
| % minority students | 70% | 73% | 82% |
| % low-income students  | 100% | 100% | 100% |
| % students with disabilities  | 0% | 0% | 0% |
| % English language learners | 10% | 7% | 12% |
| Other relevant *demographic* data  |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.)  | 10% | 14% | 29% |
| % of students who earned an industry-recognized credential  | 0% | 0% | 0% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors)  | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors)  | 60% |  53% | 59% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors)  | 40% | 47% | 41% |
| **POSTSECONDARY-LEVEL DATA** |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data.

There are not any links to the source of the data above. The information was collected through my knowledge of the students and their postsecondary/career plans communicated to me.

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

North High School is currently piloting the College and Career Academy model to ensure the equitable access to rigorous curriculum and positive outcomes for students with diverse backgrounds. In the Academy Model, all students are given the option to select an academy and pathway, which is similar to selecting a major in college. During their four years of secondary education, all students will take multiple career and technical classes that align with their selected pathway. In addition to those relevant courses, core content teachers will design lessons that connect to their pathway focus. All students will also receive equitable access to critical thinking projects, real-world experiences, and college visits. This will be accomplished through the use of problem-based learning projects, industry field trips, and college visits.

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

In the North High School Marketing Education Program all students have access to their own chromebooks. This allows students the ability to participate in online rigorous learning in the classroom and at home. For example, my students operate a retail virtual business through an online simulation tool developed by Knowledge Matters. In addition, through Nepris sponsored by AT&T, my students have the ability to receive presentations in the classroom from business professionals on various business related topics as guest speakers. These professionals validate what I teach and give students hands-on exposure to real life scenarios.

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 North High School, middle school students in the 8th grade are recruited through Career Education Showcases. Middle school students are provided a Career Cruising tool, which assesses a student’s career interest and strengths. Based on the results of this data, students are able to select various career options that meet their interests. For example, last month (October), 350 8th graders throughout Akron Public Schools participated in the Career Education Showcase. As a marketing teacher, I had a display area that focused on my marketing program and several hands-on activities for the students. Students who were interested my program were able to sign up for the Freshmen Academy at North High School. They are then able to join my program of study their sophomore year.

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)

My students are involved in DECA. Students compete at the district, state and international levels. For the past several years, my chapter has had nearly twenty students compete annually at the state level, and for five consecutive years they have competed at the international level. My students also participate in community service projects.

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)

We use career cruising to help students learn about careers in the field in which they are interested. Students take career interest inventories and learning style inventories that grade their career choices based on their interests. We also have seniors self identify plans in a google form at the beginning and the end of the year to make sure the counselors meet the student’s identified needs. The counselors work with the students to make sure their senior plans match their goals. The counselors then help the students apply to colleges or other programs that match what the students see for themselves in the future.

# **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 Marketing Education program of study was developed by stakeholders from the Ohio Department of Education, CTE teachers, postsecondary educators and employers from the business community. The aforementioned stakeholders formed a community advisory board ultimately to meet their needs by preparing the students to be career and postsecondary ready.

The employers were vital in their role of determining the most sought after or key positions in the industries to fill. The human resources professionals within those organizations accessed what skills were needed to fill those key positions. As a result the employers communicated through monthly advisory board meetings with CTE teachers and postsecondary faculty on what competencies needed to be taught in the classroom to prepare the students for success in the workplace This in return meets the economic needs of the community by providing employers with high caliber workers.

The Marketing Education program of study prepares students for postsecondary studies by encouraging CTE students to utilize critical thinking skills. Through CTE instructors teaching students the rigorous pathway courses, it prepares them for the college business foundational courses they will take at the postsecondary level. As advisory boards meet twice per semester, the maintenance of the program can remain current. If employer trends change, CTE and college instructors are able to update or modify their curriculum.

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)

Students develop and implement marketing strategies and techniques across marketing functions: channel management, marketing research, market planning, pricing, product/service management and branding. They use marketing operations procedures and activities to ensure marketing’s efficiency and effectiveness. Students generate, screen, and develop new product ideas. They predict economic trends and conditions and determine how cultural intelligence can impact organizations. Technology, employability skills, leadership and communications will be incorporated into classroom activities.

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| **Standard Types**  | **Please list the standards your program of study uses and how it uses them below:**  |
| Academic Standards | The standards for the marketing program are channel management, marketing research, market planning, pricing, product/service management and branding. The use of these standards are described in the above paragraph. |
| Career Cluster or Technical Standards | Same as the academic standards indicated above. |
| Employability Standards  | Students develop career awareness and employability skills needed for gaining and maintaining employment in diverse business settings. Students will also develop strategies for self-promotion in the hiring process (e.g, filling out job applications, resume writing, interviewing skills and portfolio development. |
| Leadership and Communications | Students process, maintain, evaluate and disseminate information in a business. It is vital that students develop leadership and team building to promote collaboration. |

# **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 | English/Lang Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| 9 | English 9 | Algebra I | Physical Science | WorldHistory | Foreign Language, Integrated Software, Textile Design, Drawing, Ceramics, Painting, PE, Health | CBI |
| 10 | English 10 | Geometry | Biology | US History | Foreign Language, Integrated Software, Textile Design, Drawing, Ceramics, Painting, PE, Health | MarketingPrinciples |
| 11 | English 11 | Algebra II/Trig | Human Biology/Forensics | AmericanGovernment | Foreign Language, Integrated Software, Textile Design, Drawing, Ceramics, Painting, PE, Health | Marketing Applications |
| 12 | English 12 | Pre-Calc,Statistics or Financial Decision Making | Chemistry/Physics​ | Street Law/Economics | Foreign Language, Integrated Software, Textile Design, Drawing, Ceramics, Painting, PE, Health | Merchandising &Buying/StrategicEntrepreneurship |
| 13 | College Composition I at Stark State University |  |  |  |  | Business Foundations/Principles of Marketing at Start State University |
| 14 |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |

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

Collaborating with core teachers is a necessity in the Academy of Global Business and Information Technology. Teachers’ collaborative school improvement practices can be related to student achievement. Therefore, project based learning encourages collaboration with my peers. These projects include involvement with my counterparts in English, Social Studies, Economics and Math. This will aid in closing our achievement gap at North High. We also meet as a group on a weekly basis to discuss our curriculum at our Professional Learning Committee (PLC) meeting.

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)

We have an articulation agreement with Stark State University. Students in my program of study are able to take English Composition I, Business Foundations and Principles of Marketing in their senior year and receive college credit.

1. Please provide information on **at least three partnerships** with *education institutions and groups* your program of study has, and describe how these partnerships have been built, maintained and sustained over time. Use this space to specifically address the secondary and postsecondary partners that contribute to and maintain this program of study.

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| --- | --- | --- |
| **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?** |
| Stark State University | This educational partner provides online college classes for students in my program. These students receive college credit | This partnership has been active for 4 years and was developed by our Career Technical Education Director to give students in our district an opportunity to gain college credit while still in high school. |
| Kent State University | This educational partner has provided me with instructional teaching strategies on teaching global competencies (Soft-skills) to my students and other CTE teachers in Northeast Ohio. | This partnership has been active for 4 years. I was selected to be a Lead Teacher for this project, because of my Human Resources background, by the Kent State University CTE Department Head. |
| Association of Career & Technical Education (ACTE) | This educational partner has provided valuable professional development for me and instructional strategies for my students by attending the various State and National conferences. ACTE are also legislative advocates for Career Technical Education on Capitol Hill. I have enhanced my communication skills by presenting at these conferences. | I have been a member of ACTE of 6 years. My reason for joining the organization has been for my professional development and networking to improve my program of study.  |

# **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)

The Marketing Education program of study is aligned with the needs of the workforce in the community. Akron Public Schools hired ConNexusNEO (Northeast Ohio) to support its process to select high demand, high wage career pathways for transitioning each high school into a [College and Career Academy](https://sites.google.com/apslearns.org/ccaa/home) by 2019. Akron North is the first high school to implement wall-to-wall academies. According to the data source of EMSI QCEW Employment 2016.3, Marketing and Business positions are on the high demand job forecast through 2026. This aligns perfectly with the workforce needs of the employers in Northeast Ohio.

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? No, as of the 2017-2018 school year. However, the previous three marketing education graduating classes had mandatory work-based learning requirements.
2. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

Students participate in several work-based opportunities in the Marketing program of study. The seniors in my program who want to work are able to be employed by companies in the community. My students receive an hourly wage and high school credit to participate in a work-based Capstone. These students also receive early release to begin work in the mid-afternoon. They typical student works 20-25 hours per week. Some of these work-based opportunities are students only source of income for their families, and some are living on their own. Through my connections with the employers in the community, I am able to get my students job leads for open positions.

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)

The Ohio Department of Education does not offer any industry recognized credentials, certifications or licenses for Marketing programs at this time.

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| **Offered** | **Required**  |
| None at this time | None at this time |
|  |  |

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

I keep up to date on advancements in the workplace by receiving updates from the employers on my advisory board on workplace trends. I am also a firm believer in professional development and lifelong learning. I often attend national marketing and CTE conferences each year. On several occasions, I have also presented at these conferences on my area of expertise, which is employability skills. Soft skills are highly valued by employers.

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.

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| **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?** |
| AT&T | AT&T plays a very important role in mentoring the North Marketing students. They provide employability skills workshops and other resources to help the students be career and college ready. | This partnership has been in place for 3 years. The North High Marketing Program was selected to participate in the AT&T Mentorship by DECA, Inc. |
| People’s Community Bank | People’s Community Bank has been very instrumental in the development of the North High Marketing program by preparing students for DECA district and state competitions.  | This partnership has been in place for 3 years. As I sought to further enhance the program, I solicited a community employer to partner to with our students for DECA competition preparation. |
| Summa Health System | Summa Health System has supported the North High students by providing marketing summer internships at their administrative headquarters. Summa Health System employees have also helped students prepare for DECA competition. | This partnership has been in place for 3 years. The relationship was developed with Summa Health System desiring to develop an internship program. |

1. Please feel free to use the space below to share any other information or evidence of success of your program of study and the students who participate. (Optional)

Since 2011, over 80 students from North High have competed at DECA State competitions, with several Top 10 finishes. Seven students have competed at DECA International competitions for five consecutive years. These students prepared diligently for DECA competition through practice with community partners and Advisory Board members. As a result of this CTSO success, the Association of Career and Technical Education (ACTE) named me the National New Teacher of the Year in 2015. I was also recognized by President Obama at the White House for National Teacher Appreciation Day in 2016.

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)

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| --- | --- | --- |
| **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.