# **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: Dubiski Culinary Arts – 161 Bistro
2. Point of Contact  
    Name: Winston Minix, Executive Director of CTE

Email Address: Winston.minix@gpisd.org

Phone Number: 972-343-7923  
Address: 2990 S. Hwy 161, Grand Prairie, TX 75052

1. Applicant’s School/College: Dubiski Career High School
2. State: Texas
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.

The Dubiski Culinary program is a four-year CTE pathway which allows for students to earn dual credit their junior and senior year through a partnership with Dallas County Community College District – El Centro location. Students earn workforce ready certifications 9th and 10th grade year; and then concentrate on industry specific certifications as Juniors and Seniors. The program has been in existence since 2009 and has grown into student-run enterprises of 161 Bistro, 161 Bakery as well as the 161 Food Truck.

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   
  
Grand Prairie ISD has a diverse student population with 65.3 percent Hispanic students, 17.5 percent African-American students, 11.9 percent White students, 3.3 percent Asian students, 1.7 percent two or more races, .3 percent Native American students, and .1 Pacific Islander students. Grand Prairie is the 7th largest city in the Dallas-Fort Worth Metroplex and the 15th largest city in the state of Texas. Grand Prairie is conveniently located between Dallas and Fort Worth in the far western part of Dallas County. The city offers relaxation, family fun, friendly neighbors and a smart place to live and do business. More than 166,000 people live in Grand Prairie. Residents tend to be 30-something, dual-income homeowners. In Grand Prairie, families who have lived here for generations welcome newcomers who choose to move to Grand Prairie for the same reasons the natives don't leave - location and hometown atmosphere.

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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)  
     
   Certification data is only available beginning with the 2014-15 school year. When calculating the percentage of students who earned certifications, the denominator was adjusted to reflect only the students who there was data to support earning certifications.

**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** | 85 | 124 | 128 |
| % male students | 38% | 35% | 35% |
| % female students | 62% | 65% | 65% |
| % minority students | 81% | 81% | 83% |
| % low-income students | 49% | 57% | 68% |
| % students with disabilities | 5% | 6% | 9% |
| % English language learners | 20% | 29% | 34% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 50% | 50% | 50% |
| % of students who earned an industry-recognized credential | 85% | 88% | 87% |
| % 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) | 10% | 20% | 38% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 50% | 40% | 36% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** | 30 | 35 | 50 |
| % male students | 38% | 35% | 35% |
| % female students | 62% | 65% | 65% |
| % minority students | 81% | 81% | 83% |
| % low-income students | 49% | 57% | 68% |
| % students with disabilities | 5% | 6% | 9% |
| % English language learners | 20% | 29% | 34% |
| Other relevant *demographic* data |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible) | 10% | 15% | 26% |
| % of students who earned an industry-recognized credential (who were eligible) | 100% | 100% | 100% |
| % of graduates who entered the workplace and/or military (who were eligible) | 50% | 40% | 36% |
| % 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 was collected from our SIS (Student Information System), Skyward.

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

Grand Prairie ISD is an open enrollment district with traditional schools, schools of choice, and programs of choice at all levels for any student, regardless if they live in Grand Prairie or elsewhere, to apply and enroll. CTE offers 27 programs of choice available to all students. CTE notice of non-discrimination is published on communications and website ([www.gpisd.org/CTE](http://www.gpisd.org/CTE)). Career Pathway showcases are offered publicly at various events, including the GPISD Experience where thousands of people attend. We ensure that all students, including special populations, have equal access to CTE programs through district & campus improvement plans, RTI interventions, ARD processes, Special Education & 504 programs, and review of AEIS web documentation. Equal access is evident in the design of the programs and IDEA compliance assurances. ESL supports in ELPS integration in lesson planning and design to ensure students with limited English language skills can fully participate.

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

Dubiski students receive two mobile devices, an iPad and a Dell laptop, for their learning needs. Skyward Family and Student Access is available online for student information including gradebook and attendance. Career Cruising is a web-based tool for students to explore and plan for careers and college options. Office365 is available for all students to download on up to 5 devices. Eduthings is also available to see certification data. Dubiski offers a Digital Learning Lounge as well as numerous online research tools. Classrooms encompass numerous online tools such as blackboard, Edmodo, Google classroom, etc. to ensure all students have multiple ways of communication and experiencing instruction. Every Dubiski student will create E-Portfolios using Bulb to combine projects, papers, products, proposals, etc. as evidence of their knowledge and skills in their educational experiences. GPISD provides transportation to and from all student internships in their senior year, to make learning in the work place accessible to all CTE students.

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)

In Grand Prairie ISD, we’ve been fortunate to develop a cradle to career model to allow PK – 5th grade students to explore all of our 27 CTE pathways which includes culinary. Each month elementary students participate in projects such as, the 5th grade career fair showcase which all grade levels visit with 5th graders leading their career areas. In middle school, all 2000 plus eighth graders participate in My Future My Way which is an Expo for the students to find out about CTE pathway offerings by speaking to industry representatives in that career. We also host our GPISD Experience which is a district-wide event for parents and students to shop our various choice campuses and programs. We also offer our Career Quest Camp in the summer for 4th – 7th graders to participate in a 2 or 3 day camp of fun, engaging hands on learning.

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)

Our culinary students participate in SKILLS USA where they’ve competed at state and nationals for 6 consecutive years. District-wide, last year we had 1300 students participate in SKILLS USA at the district level, 389 move on to state and 36 proceed to the national level, many of which were our Culinary students.

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)

Dubiski Career High School is a wall to wall CTE high school configured into three distinct academies that encompass 15 career pathways, including the Academy of Business and Communication, the Academy of Health Science and Engineering, and the Academy of Human Services and Transportation. Each academy has an assigned assistant principal, counselor, and academy lead with a clear mission statement and distinct goals. Counselors are members of the academy team, are well versed in the theme of their dedicated academy, and are experts in supporting post-secondary and career opportunities within the academy theme. They understand the need for cohort scheduling and ensure academy students are scheduled appropriately. Counselors are intentionally assigned to the academy as an integral part of the academy team and there is strong evidence of their academy support through giving students academy-specific counseling. Students know they have a designated academy counselor. Students use CareerCrusing for course selection and advising. However, each CTE pathway has a defined 4-year plan so that students and parents know and understand what classes are needed to be in any of the programs of study.

# **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:

Students in the culinary pathway undergo a rigorous coherent sequence of courses and supporting electives, beginning their ninth-grade year of the program. Their junior and senior year in culinary, students have the opportunity to earn dual credit which will allow them to gain post-secondary certificates at a local college. These non-duplicated dual credit courses align directly with the college curriculum to allow students to earn a certificate as they progress from secondary to post-secondary. These certificates will also allow them to further their post-secondary career or studies. Students participate in internships and job shadowing opportunities, as well as benefit from career training provided in the practicum class, such as cooking, catering and serving opportunities at local restaurants and Serve Safe certifications just to name a few. The practicum experience helps prepare students for success after high school, whether they choose to pursue post-secondary studies or not. Students begin the program with principles courses and matriculate through the advanced CTE courses. Rigorous CTE and core courses prepare students for interviews, scholarship applications, as well as provides the opportunity for students to earn industry credentials while still in high school.

* 1. How were employers involved in the development and/or maintenance of your program of study?

Employers assist in the program evaluations for the program. They assist in equipment and supplies needed for the program. They also assist in job shadowing and internship opportunities.

* 1. How does this program of study meet the economic needs of your community?

Grand Prairie is such a travel and tourism area. The city is undergoing construction for our new EPIC Recreational Center and Water Park. This economic plan will force the opening of new hotels and restaurants in the immediate area.

* 1. How does this program prepare students for postsecondary education? (if applicable)

Their junior and senior year in culinary, students have the opportunity to earn dual credit which will allow them to gain post-secondary certificates at a local college. These non-duplicated dual credit course align directly with the college curriculum to allow students to earn a certificate as they progress from secondary to post-secondary. These certificates will also allow them to further their post-secondary career or studies.

* 1. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

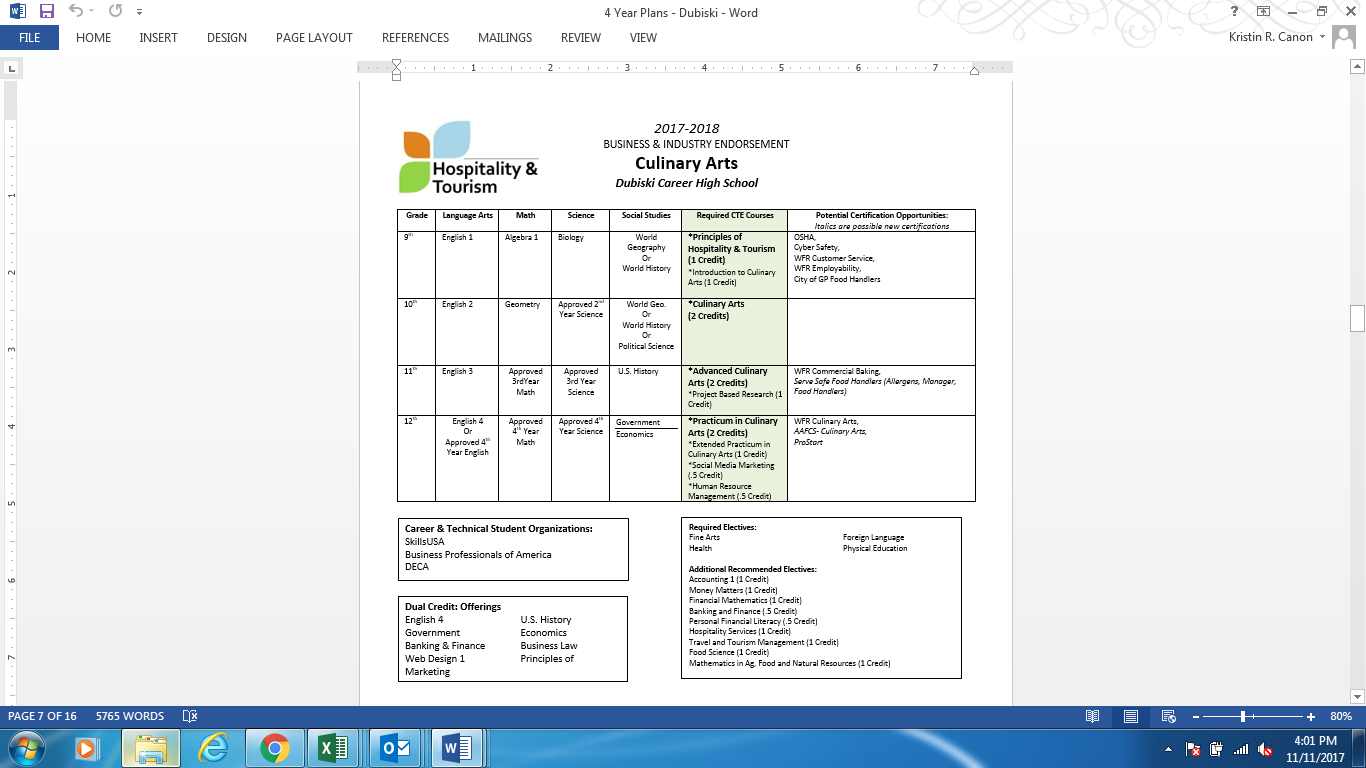
The culinary teacher had to meet the requirements of El Centro College. This caused the instructor to be credentialed in order for the students to receive Dual Credit. The teacher also was a part of the cross-walk design for the MOU agreement.

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)

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| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | Texas Essential Knowledge and Skills (TEKS)  TEKS 130 Subchapter I. Hospitality and Tourism:  The standards are adopted by the State Board of Education after extensive input from educators and other stakeholders. TEKS detail the curriculum requirements for each course and are used as a guide for teachers in lesson & project planning. |
| Career Cluster or Technical Standards | Texas CTE Resource Center  Scope and Sequence: The Texas Education Agency summarizes the content to be taught and teachers use this as a guide for the order of teaching the units of Instruction.  SkillsUSA Championships Technical Standards: Lists of technical skills and knowledge required, clothing requirements, eligibility and equipment lists, as well as the embedded academic skills in Math, English and Science. Teachers incorporate these into everyday lessons. Dubiski is a Total Participation campus, so every student is a member of SkillsUSA. |
| Employability Standards | Work Force Ready Employability & Customer Service blueprints provide teachers with standards, competencies, and skills to ensure students are Employee-ready. Students then complete the Employability & Customer Service certification exams. Students also complete the OSHA 10-hour General Industry certification as well as Cyber Safety certificate. |
| Other | National Career Academy Coalition (NCAC)  National Standards of Practice (NSOP): Endorsed by the Department of Labor and Department of Education, the NSOP provide Dubiski with the guidelines of sustainability for a high quality career academy; with the understanding that career academies not only impact academic achievement, but also support economic and workforce development. |

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

1. Please fill out the chart below, and describe your program of study’s course sequence by grade level, including the relevant or required academic and technical courses, as well as other required activities.   
     
   Make sure to highlight the course sequence that bridges secondary and postsecondary education, and explain how your program of study ensures students gain the broader Career Cluster-level knowledge/skills and, over time, gain the more specific occupation-level knowledge/skills as they progress through the program of study. You can also include graphics or [plans of study](http://careertech.org/sites/default/files/PlanStudy-CareerCluster-AG_0.pdf) of the course sequence in lieu of filling out the chart below.



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **11** | See Dubiski 4-year plan above | | | | | **Dual Credit:**  Advanced Culinary Arts (2 HS credits) /  CHEF 1305 Sanitation & Safety (3 college credit hours)  CHEF 1301 Basic Food Preparation (3 college credit hours) |
| **12** | See Dubiski 4-year plan above | | | | | **Dual Credit:**  1 semester Practicum in Culinary Arts (1 HS credit) /  RSTO 1313 Hospitality Supervision (3 college credit hours) |
| **13** |  |  |  |  |  | Dallas County Community College District (DCCCD) El Centro:  CHEF 2331 Advanced Food Preparation (3 hrs)  PSTR 1301 Fundamentals of Baking (3 hrs)  CHEF 1264 Practicum Culinary Arts / Chef Training (2 hrs) |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

In accordance with NSOP#5, CTE & Core academic teachers are provided common planning time for purposes of program coordination, curricular integration, business involvement, and resolution of student challenges. In addition, Core teachers visit CTE classes weekly to co-teach and observe. Students also have an Academy period built into their schedule that they meet with every day. Core teachers are required to attend 5 or more events where their CTE Academy students are participating or competing. CTE and Core teachers work together to create at least 1 integrated project per semester for each of their classes. Students also keep an electronic portfolio using the Bulb app to combine all of their projects, presentations, etc. as proof of their combined CTE & Core academic knowledge and skills over their high school career.

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)

Through El Centro College’s Food and Hospitality Institute, Dubiski Culinary students are able to gain 9 college credit hours before high school graduation, towards the Culinary Arts Foundations Level 1 Certificate. In addition, Dubiski Culinary students are offered capstone intern experiences at the student-run enterprises of 161 Bistro and 161 Bakery, or at external partners such as Beto’s Mexican Restaurant, Big D Cupcakes, or Crowne Plaza Arlington. Dubiski students also complete capstone projects where they identify a driving question related to the career pathway, then research, interview, and create a project to present to Industry partners for evaluation.

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?** |
| El Centro College | El Centro, part of the Dallas County Community College District (DCCCD), is our dual credit partner. They provide professional development and credential the Culinary Arts chef to teach dual credit courses at our campus. | 4 years |
| SkillsUSA | SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. This Career Technical Student Organization pushes students to train and prepare for competition, advancing to state and national events. Students learn valuable culinary arts and life skills, improving their employability skills and preparing them for both college and career. | 8 years |
| Contracted support: Sweet Things Bakery | In an effort to ensure that students are well rounded both in the savory and sweet sectors of culinary arts, Sweet Things Bakery has been contracted to bring expertise to the kitchen. Sweet Things Bakery is spending time with both our teachers and students developing a wider range of baking skills and helping to support the newly opened student enterprise, 161 Bakery. | Fall 2017 |
| ProStart | Students have prepared and competed in ProStart Invitationals as an additional opportunity to become college and career ready. These invitationals are held at various schools and culinary students compete against students from across the DFW Metroplex. | Fall 2016 |

# **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 Mayor of Grand Prairie often mentions that residents had to drive to neighboring cities to eat in a nice restaurant in the past. Dubiski Culinary’s 161 Bistro is now a regular high-end dining experience where the Mayor and many other community leaders and residents frequent regularly. Grand Prairie is currently in an economic development boom with several new establishments opening in and around Dubiski Career High School. Culinary students are being sought out to manage the Café in “The Epic” recreation center opening in January 2018. There are several other new hotels and establishments under construction along Hwy 161 near Dubiski, where Culinary students will be needed as interns and beyond. According to the Texas Workforce Commission, Culinary jobs are listed in the top 25 occupations making above Texas median wage and ranked by highest projected number of jobs added due to growth for the period of 2014-2024. From this TWC report, projections show 4,970 annual openings for first-line Supervisors of Food Preparation and Serving Workers in the Dallas region.

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

YES

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

Work-based learning opportunities start in Freshman year with field trips and tours to Industry partners as well as guest speakers in the classroom. We recently took our Culinary students to Del Frisco’s Double Eagle Steak House for a 5-star dining experience where they learned directly from the General Manager, Executive Chef, and fine dining Host & Wait staff. Dubiski Culinary offers three student-run enterprises for work-based learning opportunities on campus: 161 Bistro, 161 Bakery, and the 161 Food truck. Students rotate through the 161 Bistro front-of-the-house and back-of-the-house roles to learn the different opportunities in restaurant management. Students also gain experience using the Industry-recognized restaurant point-of-sale system, Revel, where they get transferrable real-world experience with ordering, sales, cash control, inventory management, etc. All of the Dubiski Culinary student-run enterprises offer students the opportunity to create different products and menus, hone customer service skills, and experience various positions available in the Culinary Industry. Culinary Seniors also have the opportunity to interview and obtain Internships with Industry partners such as Beto’s Mexican Restaurant, Big D Cupcakes, and Crowne Plaza Arlington. GPISD provides transportation to and from internships as the students work during their Practicum classes and many are offered continued employment even after the internship ends. Dubiski Culinary students also offer Adult Education classes where they teach community members how to bake holiday pies, decorate cookies, or plan a week’s worth of healthy meals.

1. Please list the industry-recognized credentials/certifications/licenses offered/required. If your program of study does not include industry-based credentials/certifications, please explain why. (200 word limit)

|  |  |
| --- | --- |
| **Offered** | **Required** |
| Work Force Ready Commercial Baking | OSHA 10 Hour General Industry |
| Work Force Ready Culinary Arts | Cyber Safety |
| ServSafe Manager | Work Force Ready Customer Service |
|  | Work Force Ready Employability |
|  | City of Grand Prairie – Food Handler’s |

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)

The Career and Technology Department maintains a list of conferences for teachers to attend on a bi-annual basis. Approved conferences for Culinary Arts include HEAT (Hospitality Educators Association of Texas), FCSTAT (Family and Consumer Science Teachers Association of Texas), and others. Culinary Arts teachers also participate in externships with local industry partners like Del Frisco’s, Beto’s, and Cheddar’s.

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?** |
| Grand Prairie Parks, Arts, and Recreation | * Partner with students managing the Café at “The Epic” Recreation Center opening January 2018; * Intern opportunities in the kitchen and cafe at the Summit active adult center; * Industry representatives at My Future My Way 8th grade career fair to recruit future students to apply and enroll in the Culinary program * Bi-annual program evaluations to ensure alignment to industry needs * Work-based learning opportunities at Farmers Market * Guest Speakers in Culinary classrooms | 6 years;  Rick Herold, Director of Parks Arts and Recreation, has been on our CTE Advisory Board since 2012 and actively supports our programs. |
| Beto’s Mexican Restaurant | * Intern opportunities in Restaurant * Program evaluation to ensure alignment to industry needs * Industry representative at My Future My Way 8th grade career fair to recruit future students to apply and enroll in the Culinary program * Culinary Industry representative on Dubiski’s Career Academy Advisory Board | 2 years;  Albert Sanchez, Owner of Beto’s, attended our CTE Advisory Dinner and showed an interest in providing Internships for our students. He is now an active member on Dubiski’s Career Academy Advisory Board for the Culinary Pathway |
| Big D Cupcake | * Intern opportunities in Bakery * Program evaluation to ensure alignment to industry needs * Guest speaker for Culinary classrooms | 2 years;  Anna Coulter, Owner of Big D Cupcake, attended our CTE Intern Provider Breakfast and signed MOU there to provide Internships. She has since sold the company, but new owner continued intern program and is hosting 2 interns this year. |
| Sweet Things Bakery | * Provide curriculum and instruction in the basics of baking, decorating, and confectionary/pastry artistry. * Add a dessert portfolio, including recipes and designs * Marketing and social media training * Provide contacts for continuing education, advanced decorating classes, schooling options, and internships. * Create business and marketing plan for 161 Bakery open to the public, including hours of operation, price sheets, and promotional events. | Partner since Oct 2017;  Mallorey Bradford, Owner of Sweet Things Bakery, is the product of a career high school similar to Dubiski, and Dubiski’s Principal is a customer of Sweet Things Bakery. Mallorey is now working directly with our Culinary Instructors and Students to assist with 161 Bakery in its inaugural year. |
| Southwest Foodservice Excellence | * Work-based learning experiences at district catering events * Intern opportunities in district’s food service department | 6 years;  Jeff Ackerman, Director of Foodservice, works with our Culinary students and teachers regularly through catering events, etc. |

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)
2. If applicable, please provide more detail on any partnerships your program of study has that have not been mentioned already. This includes community groups, non-profits, volunteer organizations, etc. Describe how these partnerships have been built, maintained and sustained over time. (Optional)

|  |  |  |
| --- | --- | --- |
| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
|  |  |  |
|  |  |  |
|  |  |  |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2018-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

**THANK YOU!**

Thank you for completing this application! The selection committee will convene in December 2017 to review the applications and make final decisions. You will know the status of your application by January 25, 2018. The programs of study will be evaluated based on their effective leveraging of partnerships, alignment to rigorous and relevant college- and career-ready expectations, clear progression of knowledge and skills across secondary and postsecondary systems, integration of successful career guidance/advisement, and key indicators of student success.

Don’t forget to use the Excellence in Action award submission checklist to make sure you’ve completed your application in its entirety.

We look forward to learning more about your program!

For questions, concerns please contact [awards@careertech.org](mailto:awards@careertech.org).