# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the sixth 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 learner 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;
* Providing concrete data on the program of study’s impact on learner achievement, success at both the secondary and postsecondary levels and meeting the needs of underserved populations; and
* Delivering high-quality and effective instruction.

**ELIGIBILITY**

* This award is open to any public 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 learner achievement will not be eligible for consideration.
* If your program has received in an Excellence in Action award from Advance CTE 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 21, 2018 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/2019-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 learner data.
* 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;
* 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 8-10, 2019 at the Advance CTE Spring Meeting; and
* Discounted rate to the Advance CTE Spring Meeting

**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/2019-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: Health Science Career Academy
2. Point of Contact
 Name: Jennifer Hulsey

Email Address: jhulsey@wcpss.net

Phone Number: 919-233-4050
Address: 1420 Athens Drive, Raleigh, NC 27606

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

 ☐ Area technical center

X 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

 X 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

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 Health Science Career Academy comprises of three pathways- Medical Sciences, Public Safety-EMT, and Agricultural Sciences. Our programs include articulated credit and course offered at the community college level. Our program is the oldest in Wake County Public Schools and was founded in 1990 based on the projections of the further of healthcare in the Raleigh-Durham area.

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.

 X Urban

 ☐ Suburban

 ☐ Rural

 ☐ Other

Wake County is the largest county in North Carolina based on population. We benefit from being the seat of state government and our proximity to the Research Triangle Park that has served as a catalyst for growth in the state for many years. The presence of three prominent state universities within 35 miles has also made the area attractive for new business development and attracted many companies with particular interests in research and development. The Wake County Public School System is the largest in the state and serves nearly 163,000 students in the K-12 education system. The system has just over 30 high schools and offers robust choices to students including a nationally recognized program of magnet schools aimed at maintaining diverse populations in inner city schools. Athens Drive became a magnet school in 2015 to attract and serve a diverse population in Wake County. “The Center for Medical Sciences and Global Health Initiatives” is the school’s magnet theme and reflects the economic drivers of research and development, the presence of medical foci at universities and the needs of health care professionals in a growing area. Athens is a Title I school with 41% of the student population being eligible for the free and reduced lunch program. Athens Drive became a magnet school in 2015 to serve a diverse population in Wake County and a “magnet” attraction for our theme – “The Center for Medical Sciences and Global Health Initiatives”, due the oldest academy in the district. We are a Title I school with a free and reduced program serving 41% of the student population (2018).

1. Please describe how your program of study was developed and how it ensures learners are academically and technically prepared for both postsecondary education and careers. Please also address the following:
	1. How were employers involved in the development and continue to be involved in the 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 learners 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)

From its inception, the program of study has been influenced by the Academy Advisory Board. The Board is comprised of employers and post-secondary partners that offer review and insight into the programming offered in the academy. This Advisory Board evaluated the needs of employers and determined the course work/standards that best aligned to the needs. These courses were selected as the program of study. In addition, the Advisory Board seeks work-based learning opportunities that give students experience in the health care field. The Board periodically reviews student performance and employer needs to make recommendations about changes to the program of study.

Health related fields are among the fastest growing in the state. A number of careers, including nursing, is ranked as a 5-Star Job by our state Department of Commerce. The EMT pathway also reflects a high demand for EMT and paramedics. Finally, the vet science pathway reflects demand in that field, especially in the veterinarian technician area. It is also important to note that the school meets the needs of economically diverse students. Students in the academy are supported in completing Advanced Placement and college credits as part of the POS. The school offers complementary college credits to accelerate the pathway for students who seek further education.

The Athens Drive Magnet High School Health Science Career Academy will seek to meet the needs of students and the health services community through collaboration and an integrated curriculum. In addition to coursework, students participate in special opportunities for work-based learning, industry connections, health industry certifications, and post-secondary educational opportunities.

The Health Science Career Academy is a personalized small learning community within Athens Drive Magnet High School. Students academy course requirements and 135-hour work internship during their time at Athens Drive. Academy students may also participate in required and elective classes outside of the academy, as well as other activities such as clubs and sports. Since 1990, The Health Science Career Academy has been a part of the Athens High School curriculum.

The Health Science Career Academy is an academy that introduces students to the varied careers in health and life sciences. We focus on skills in technology and engineering that will help students understand the fundamental principles of careers in healthcare. Athens Drive offers three concentrations for study in Health Sciences: A Health Science (medical)focus for students interested in a variety of healthcare careers, an EMT concentration which leads to EMT certification and our newest pathway, Agricultural Sciences leading to Veterinary Technology certification.

Our articulated courses (honors) are aligned with the community college, especially Wake Tech Community College, Central Carolina Community College for their Vet Technology and Career and College promise courses.

We also have three major universities that partner with Health Science Career Academy to include Duke, UNC-Chapel Hill and North Carolina State Universities for off-site learning experiences, volunteering and work-based learning (internships) for students in the academy.

# **LEARNER 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 learner achievement will not be eligible for consideration. (100-word limit)

The graduation rate for students in the academy is nearly 100%. In addition, all students in the academy have completed at least one 135-hour internship. About 89% of students continue in some type of further education. And while we do not have explicit data, many students utilize the work-based learning connections for additional internships and job experiences throughout the remained of their education or as primary employment. Academy, base school and county data are shared at the beginning of the school year to compare achievement and demographic data to provide the WCPSS Career Academy Data Collection Profile.

**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. Additionally, only include data where learners 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 | 2015-16 | 2016-17 | 2017-18 |
| **SECONDARY-LEVEL DATA** |
| **What is the total number of learners served by your school/institution?**  | 1898 | 1928 | 2053 |
| What is the total number of minority learners served by your school/institution? | 792 | 1084 | 1162 |
| What is the total number of low-income learners served by your school/institution? | 736 | 742 | 809 |
| What is the total number of learners with disabilities served by your school/institution?  | 321 | 308 | 333 |
| What is the total number of English language learners served by your school/institution?  | 156 | 177 | 242 |
| **What is the total number of learners served by your program of study?** | 120 | 280 | 328 |
| % male learners in program of study  | 22.8% | 23.80% | 25.5% |
| % female learners in program of study  | 77.2% | 76.2% | 74.5% |
| % minority learners program of study  | 35% | 37% | 44% |
| % low-income learners program of study  | 14% | 17% | 19% |
| % learners with disabilities program of study  | 3% | 6% | 7% |
| % English language learners program of study  | 0% | 1% | 3% |
| Other relevant *demographic* data from your **program of study** | - | - | - |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.)  | 96% | 94% | 97% |
| % of learners in program of study who earned an industry-recognized credential  | 100% | 100% | 100% |
| % of learners in program of study who participated in work-based learning  | 100% |  100% | 100% |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors)  | 100% | 97% | 100% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors)  | 0% | 0% | 0% |
| **POSTSECONDARY-LEVEL DATA** |
| **What is the total number of learners served by your school/institution?**  | Unknown | N/A | N/A |
| What is the total number of minority learners served by your school/institution? |  |  |  |
| What is the total number of low-income learners served by your school/institution? |  |  |  |
| What is the total number of learners with disabilities served by your school/institution?  |  |  |  |
| What is the total number of English language learners served by your school/institution?  |  |  |  |
| **Total number of learners served by your program of study**  |  |  |  |
| % male learners in program of study  | % | % | % |
| % female learners in program of study  | % | % | % |
| % minority learners in program of study  | % | % | % |
| % low-income learners in program of study  | % | % | % |
| % learners with disabilities in program of study  | % | % | % |
| % English language learners in program of study  | % | % | % |
| **Other relevant *demographic* data from your program of study**  |  |  |  |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible)  | % | % | % |
| % of learners in program of study who earned an industry-recognized credential (who were eligible)  | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible)  | % | % | % |
| % of graduates in program of study 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. If you are missing any data, please explain why and how you measure success.

Academy data is collected and generated following the end of the school year (traditional calendar), along with county data to compare student performance from the Career Academy, High School’s with Career Academies (CA’s) and School (WCPSS District). Conclusion – Academy students performances supersede the schools and district performance scores.

Data collection for academy students is manual. We do not have a data field in our student information management system to identify students for comparison purposes. This deficiency makes it labor intensive to provide a number of the requested elements above, in particular to determine the advanced credits earned for academy graduates would require a review of each student’s transcript.

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

The mission of the Athens Drive Magnet High School Student Services is to provide all students in the three domains of academic, personal/social and career, a comprehensive developmental counseling program. The Athens Drive counselors will advocate for each student to have an equitable access to the tools to be a responsible and productive 21st century citizen. The counselors, in conjunction with the school community through the Professional learning Teams (PLTs), parents or guardians, and the administrative/counselor cohorts will support and facilitate systems in which every student will be highly successful.

1. How do you ensure learner success, especially of those who from diverse backgrounds? Please provide examples of what supports you offer learners. (150 word limit)

The mission of the Athens Drive Magnet High School Student Services is to provide all students in the three domains of academic, personal/social and career, a comprehensive developmental counseling program. The Athens Drive counselors will advocate for each student to have an equitable access to the tools to be a responsible and productive 21st century citizen. The counselors, in conjunction with the school community through the Professional learning Teams (PLTs), parents or guardians, and the administrative/counselor cohorts will support and facilitate systems in which every student will be highly successful.

The application process for entry into the academy also ensure diversity. Eligible students are selected through a lottery process. Our recruitment processes also help ensure diversity through a robust schedule of presentations at magnet fairs and feeder schools.

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)

The Health Science Career Academy participates in Health Occupations of America and National FFA CTSO Associations through volunteering opportunities, competitions at regional, state and national levels, community projects and outreach. These opportunities include service opportunities with Wake Med and Ronald McDonald’s and through FFA with the NC State Fair Barnyard.
2. Describe how career guidance/advisement is integrated into your program of study to support learners’ completion of the program of study and entry into additional education/training and/or a successful career. Describe how you recruit students into CTE programs. 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)

Students throughout their high school career at Athens Drive can have experiences through our CTE School Coordinator, the HSCA Director/CDC, Student Services and other outside agencies. These include CFNC, Junior Achievement, John Casablanca, Volunteers, Advisory and Off-site learning experiences through the Cary Chamber of Commerce, Great Explorations and Health Science Symposiums.

Students are recruited through a Magnet Process to our school, and once accepted can apply to the Academy, since Spring 2016. Athens Drive has seen a change in the dynamics of the traditional, non-traditional students and a diverse group of students. Our HSC Academy since Magnet integration, as seen a diverse population of those with learning disabilities (IEPs), 504s and other physical impairments (hearing, sensory and physical).

1. Which technical, academic and/or employability standards does your program of study incorporate at the secondary and/or postsecondary level and how? (Please list the standards you use and be specific regarding how your program uses industry, national, state and/or locally-developed standards) (250 word limit)

|  |  |
| --- | --- |
| **Standard Types**  | **Please list the standards your program of study uses and how it uses them below:**  |
| Academic Standards | * Select health career majors suited to their individual needs, aptitudes, abilities, and career development plan.
* Develop sound fundamentals based on National Health Care Skill Standards.
* Successfully pursue advanced education and/or entry-level employment in a health career cluster.
* Develop basic workplace skills and function as ethical and moral health team members.
* Acquire and use information relevant to remaining technologically abreast of their chosen health career majors.
* Develop a professional philosophy as evidenced in personal qualities and practices that improve the delivery of quality health care and health maintenance to consumers.
* Become knowledgeable consumers of health care in a consistently changing technological environment.
 |
| Career Cluster or Technical Standards | Curriculum concepts incorporate technological advances related to the health care delivery system, including ethics, professionalism, prevention (wellness), diagnostics, therapeutics, and rehabilitation as a result of disease/disorders. Teaching/learning strategies integrate appropriate workplace basic skills that assist students to use resources and technologies, function as effective members within a complex system, and to access and use appropriate information/data. |
| Employability Standards  | A relevant connection between abstract theories and concrete applications is emphasized throughout the curriculum. This is practiced through team teaching with health professionals and on-site practicums (mentorships/internships). |
| Other | Opportunities for expanded leadership, management, technical, and citizenship development are available through membership in a co-curricular student organization, Health Occupations Students of America (HOSA). The organization includes local, regional, state, and national levels. Activities integrate curriculum competencies and objectives. Healthy competition through organized and judged skill events assist in strengthening those skills that make students more marketable as potential health care workers. HOSA seeks to instill an attitude of pride, commitment, and professionalism in its members, and strives to build self-esteem and confidence. |

# **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.** Explain how your program of study ensures learners 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](https://cte.careertech.org/sites/default/files/PlanPathways-CareerCluster-AG-AgribusinessSystem.pdf) of the course sequence in lieu of filling out the chart below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities  | CTE Courses and/or Degree Major Courses |
| **9** | English I Cohort | Math I or higher level | Earth & Environmental or Biology | World History Cohort | PE/HealthWorld LanguagesFine ArtsOther CTE courses | HTR or BMTPublic Safety IAg Applications |
| **10** | English II | Math II | Biology or Chemistry | US History I | World LanguagesFine ArtsOther CTE courses | Health Science I (H)Public Safety II (H)Animal Science I |
| **11** | English III | Math III | Anatomy & Physiology | US History II | World LanguagesFine ArtsOther CTE coursesAP Classes | Health Science II (H)Animal Science II (H) |
| **12** | English IV | Math IV or other college courses | Forensics and AP Sciences | Civics & Economics | World LanguagesFine ArtsOther CTE coursesAP Classes | Pharm Tech (H)C.N.A. (H)Vet TechEMT I-II (H) |

Students in the Academy have been cohorted in English I and World History academic or honors this school year (2018-2019) with plans to integrate 10th, 11th and 12th with the coming years for NAF application.

1. How do you ensure that CTE instruction and coursework is integrated with core academics? Please provide one, specific example.

Since Athens Drive became a magnet school in 2015, with the theme of “The Center for Medical Sciences and Global Health Initiatives”, the school has transformed to apply medical and global health into every curriculum within the school through integration of the WHO SDG’s 2030, One Health and professional development for staff in various opportunities through the NIEHS, NCSU and The Global Health Consortium. The Medical and Global Health theme is in every core classes.

The NIEHS in RTP had offered professional development from medical to animal sciences through a comprehensive program for teacher to have real world experiences and problem-based lessons to integrate in their curriculum. This includes Sickle Cell Disease and Antimicrobial Resistance in real world application.

1. List the opportunities for learners to earn articulate and/or transcript dual enrollment credit across K-12 and postsecondary, such as AP/IB, dual and concurrent enrollment, capstone experiences and/or transcripted credit articulation agreements. (250-word limit)

Students in the HSCA can earn honors, plus articulated community college credit through the various courses offered in CTE at Athens Drive. Students maintaining an A or B in the course, plus 90 percent or better on the final CTE exam can receive college credit at the 100-community colleges in the state. Students are offered academic, honors or AP for core classes and electives. Those attending AD may also partake in NCVPS, NCSU classes and College to Career course at Wake Tech Community College. Many of our Academy students have dually enrolled in STEM and /or AP Capstone, along with the four-year commitment to the HSCA.

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?** |
| North Carolina State University | Off site learning experiences through the school of Biomechanical Engineering (BME Internships) and the School of Veterinary Medicine and Life Sciences Camps and WBL internships (Turtle Team Rescue) | 4th year<https://www.youtube.com/watch?v=LW4ZEYy5Vq4>Superintendent’s Breakfast (2017) Ahmad Odeh was a senior attending Athens Drive Magnet High School and President of the HOSA Club. He completed three internships during his junior to senior year - Wake Med MyChart Initiative, NCSU- Biomedical Engineering Prosthetic Lab with Dr. Jacq Cole and Stephanie Teeter and Operating Room experiences with Dr. Charles Harr, Chief Medical Officer and Cardio-thoracic surgeon.He was accepted into NC State University for Biochemistry. He's very excited to attend State, as it will allow proximity to home and Athens, so he can come back and help and plans to attend Medical School. |
| Duke University | Volunteering and WBL internships though Duke Infectious Disease (DIRDT) | 2nd year |
| UNC- Chapel Hill | Volunteering, WBL internships and Camps through UNC Eshelman School of Pharmacy and the Eshelman Institute for Innovation. | 4th year |
| POE Health Center | Volunteering, WBL internships and Professional Development | 3rd yearYouth Mental Health First Aid Certification |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. 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. What labor market data does your program of study use to align to workforce needs? (250 word limit)

Health related careers are some of the fastest growing careers in North Carolina, especially the RTP area. Providers of medical care and organizations that create and manufacture drugs and other therapies for human and animal health have a huge impact on North Carolina’s economy. Not only is the healthcare more recession proof than other industries, but the demand for it – and therefore for workers with the right skills and training—will continue to grow with the aging population and advances in medical treatment.

 At Athens we DRIVE students to become leaders in medical and health sciences fields in a

 continuously changing, globally minded community through training and certification by

 connecting with internationally recognized professionals.

1. Are ALL learners in the program of study required to participate in a work-based learning opportunity? Please describe the work-based learning opportunities available to learners who participate in this program of study. (250 word limit)

All juniors-senior year in the HSCA are required to complete 135 hours in a WBL internship, plus a job shadowing opportunity starting their Sophomore year. The work-based learning opportunities available to students include:

The Health Sciences Career Academy focuses on skills in technology and engineering that will help students understand the fundamental principles of careers in healthcare. Students gain exposure to a variety of skills to set the foundation for health care related fields: research, analysis, hands-on learning, and problem-solving. Students in this academy will have the opportunity to choose potential areas of study such as Pharmacy Tech, EMT, and Veterinary medicine. Health related careers are some of the fastest growing careers in North Carolina now and the future to come.

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**  |
| OSHA 10 hour | Health Science II (H) |
| AHA CPR | Health Science II (H) |
| Pharm Tech (H) | Recommended |
| C.N.A (H) | Recommended |
| FEMA/CERT | Public Safety I and II (H) |
| EMT I & II (H) | Pathway Required (Public Safety-EMT) |
| Vet Tech | Pathway Required (Ag Sciences) |

1. Please provide information **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?** |
| Wake Med Hospitals – all campuses | Volunteering, Wake Med Initiatives and WBL Internships. These include My Chart (Medical IT); ED Initiative and Cardiothoracic internships with more to come 2019 | 2nd year<https://www.youtube.com/watch?v=wY6ILs0Y-Lw>**Published on Jun 4, 2018**Athens Drive Magnet High School senior Ahmad Odeh had the opportunity to intern with Dr. Charles "Chuck" Harr (Chief Medical Officer) at Wake Med last summer. That inspired him to pursue this as his career. He will attend N.C. State in the fall. |
| UNC Rex Hospitals | Volunteering, Blood Drives (2015-2017) and WBL Internships  | 4th year |
| Cary Orthopedics | WBL Internships | 3rd year<https://www.caryortho.com/high-school-interns-learn-patient-care/?utm_source=InMotion&utm_medium=Email&utm_campaign=Summer%2018&utm_content=internship> |
| Raleigh Ortho | WBL Internships including OR experiences | 2nd year |
| NIEHS | WBL Internships and Professional development for staff | 4th year |
| Biogen, Inc | WBL Internships, Professional Development, Community Lab experiences | 4th year |

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 learners who participate. (Optional)

**Our other partnerships include**:

**EPA** - Environmental and research internships
**Biogen** - Research/Pharmaceuticals Manufacturing through off-site learning experiences
**NC Museum of Natural Sciences** - Human Research on various issues; WOAH with Global Health and the One Medicine Concept through off-site learning experiences
**NC PH Lab** - Disease and Analysis through work-based internships
**One Health Commission** – BRET Team through professional development and community outreach

**NCSU School of Textiles** – Wearable devices for healthcare through camps and Off-site Learning opportunities

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?** |
| Junior Achievement of NC | Off site learning and soft-skill development | 4th year through the array of programs offered for soft-skill acquisition and career development |
| Mariam Clinic | Work-based learning internships for those at 200% below the poverty level | 1st year through outreach and networking with local agencies |
| Brookdale, Cary | Work-based learning internships for those with memory care and volunteer opportunities | 2nd year through outreach and networking with local programs |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2019-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! You will know the status of your application by January 22, 2019. 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 learner 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.