# **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: *Culinary, Hospitality, and Event Management*
2. Point of Contact
 *Name: Vanessa Ritenour*

*Email Address: Vanessa.Ritenour@fwisd.org*

*Phone Number: 817-814-1800
Address: 100 N. University, Fort Worth, Texas 76107*

1. Applicant’s School/College: *North Side High School, Fort Worth ISD*
2. State: *Texas*
3. Type of institution (click the box to check)

 [ ]  Area technical center

[ ]  Career academy

 [x]  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

 [x]  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.

*Students work side-by-side with industry professionals for real world experiences such as FCCLA, FitWorth, ProStart, Fort Worth Food and Wine Festival, Iron Chef, Friends of the River event and Texas Restaurant Association Beef Up Education events and competitions. North Side High School boasts the only Hospitality Services program in the District where students have the opportunity to intern at the Worthington Renaissance Hotel in downtown Fort Worth. In addition, North Side High School also offers the only dual credit alignment in the District where students are earning credit toward Culinary Arts degree.*

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

# **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)

*North Side High School Culinary program prides itself on its diverse group of students. The most recent academic year 2017-2018, closely reflects the demographic data from 2016-2017. The majority of the students in the program are of a low-income minority population. In addition, unlike the culinary and hospitality professions being male dominated, there are more female than male students in the program. The English language learners population fluctuates between 8% and 12% annually. However, instructors ensure that resources are available to all students so they have an opportunity to pass a nationally recognized industry certification.*

**NOTE**: Please specify if and when you are using a percentage with a different denominator (e.g., seniors) than the one listed.

**When completing the data section, please only use percentages and include data that is from your program of study, not the entire school/institution. Additionally, only include data where students are eligible to participate (e.g., only seniors in high school will be eligible for the section asking for percent of seniors who graduated high school, so only seniors should be included in that data; if your work-based learning only occurs within a specific grade level, only include them in your data for that category.)**

|  |  |  |  |
| --- | --- | --- | --- |
| SCHOOL YEAR | 2014-15 | 2015-16 | 2016-17 |
| **SECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  |  |  |  |
| % male students  | *44%* | *39%* | *41%* |
| % female students  | *56%* | *61%* | *59%* |
| % minority students | *98%* | *99%* | *100%* |
| % low-income students  | *75%* | *79%* | *75%* |
| % students with disabilities  | *6%* | *6%* | *6%* |
| % English language learners | *8%* | *12%* | *9%* |
| Other relevant *demographic* data  |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.)  | *2% (non-cte dual credit)* | *2% (non-cte dual credit)* | *6% (non-cte dual credit)* |
| % of students who earned an industry-recognized credential  | *0%* | *0%* | *0%* |
| % of students who participated in work-based learning | *66%* | *57%* | *79%* |
| % of seniors who graduated high school (who were eligible/seniors)  | *97%* | *97%* | *98%* |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors)  | *0%* | *0%* | *0%* |
| % of graduates who entered the workplace and/or military (who were eligible/seniors)  | *% (military – 3 out of 61)* | *% (military – 3 out of 58)* | *% (military – 2 out of 62)* |
| ***POSTSECONDARY-LEVEL DATA*** |
| **Total number of students served by your program of study**  |  |  |  |
| % male students  | *%* | *%* | *%* |
| % female students  | *%* | *%* | *%* |
| % minority students | *%* | *%* | *%* |
| % low-income students  | *%* | *%* | *%* |
| % students with disabilities  | *%* | *%* | *%* |
| % English language learners | *%* | *%* | *%* |
| Other relevant *demographic* data  |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible)  | *%* | *%* | *%* |
| % of students who earned an industry-recognized credential (who were eligible)  | *%* | *%* | *%* |
| % of graduates who entered the workplace and/or military (who were eligible)  | *%* | *%* | *%* |
| % of graduates who transitioned to further postsecondary education (who were eligible) | *%* | *%* | *%* |

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

*Although the links are not publicly accessible, the data is derived from the Texas Public Education Information Management System (PEIMS) and Focus, our local district student information management system.*

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

*Every student in Fort Worth ISD (FWISD) is eligible to apply for this program. Admission is based on a computer-generated selection process that ensures the program demographics mirror the demographics of the school. Students living within the attendance zone of the high school are given weighted ranking during the lottery to ensure that the school is serving its neighborhood population. Any student selected from outside the school’s attendance zone or living more than two miles from the school is provided transportation to and from the campus. Students who select the program as their first choice and are not chosen by the lottery system are placed on a waiting list to ensure that all spots are filled.*

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

*All high schools in FWISD are 1:1 device campuses, so every student in the program has a laptop provided to them for school and home use. Any student without home internet access is encouraged to visit establishments with free internet access. Multiple locations are available within the community and students are provided information regarding where to access the internet at no charge. Additionally, low-cost home internet options are provided to the students and their families if requested. FWISD utilizes multiple online learning resources including itsLearning, iCEV, digital textbook access to complement physical class sets, and online certification training modules.*

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)

*Most middle schools have investigating career curriculums that align to the high schools. The Culinary teachers collaborate with the middle school teachers and host field trips and hands-on culinary activities in North Side High School’ s state-of-the art facilities. In addition, upper-level culinary students do presentations to all grade-levels about the program at various campuses, present at the Gold Seal Program of Choice Open House, and help answer questions from parents at the Fort Worth ISD Programs of Choice Expo. Students also promote their program by volunteering at several community events, in which they demonstrate their culinary skills. All events are submitted to various media outlets for exposure.*

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)

*North Side High School’s culinary program currently has five (5) Family Careers and Community Leaders of America (FCCLA) chapters. Students compete in Culinary, Mystery Basket, Serving up Success, and the Cupcake Challenge. The majority of community service hours are earned through participating in events within the local community, like the Community Food Bank’s Iron Chef. These experiences provide students with leadership, time-management, and organizational skills.*

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)

*The district begins the official guidance/advisement process in 7th grade through the Career Cruising interest survey and through high school presentations. By 8th grade, students are advised of the Hospitality and Tourism programs and complete a 4-year progression plan. Then, after taking the 9th grade Principles of Hospitality and Tourism course, students have the opportunity to choose either the Restaurant Management or the Culinary pathway. Additionally, after 10th grade year, students can also choose the dual credit Culinary focus, if they meet the college requirements. All three pathways offer nationally recognized industry certifications to students.*

# **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:

*The Hospitality and Tourism Culinary program was developed because of the needs of the community. Hospitality is one of the largest industries in the world and Dallas Fort Worth has the most eateries per capita in the United States. Fort Worth has several new up and coming developments that will accommodate multiple restaurants, bars and other entertainment venues to include the Panther Island Project, Magnolia District development, Montgomery Plaza expansion, and Clear Fork development.*

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

*The program has partnerships with the Texas Beef Council, ServSafe, National and Environmental Health Association, ProStart, Texas Restaurant Association, American Culinary Federation and Texas Chef’s Association. Representatives from each organization has given input on either the curriculum or development of the new facilities.*

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

*Students are fulfilling the vacancies of restaurants, hotels, hospitals and assisted living facilities and therefore allowing these area business to prosper. Most of area business are local and privately owned. Therefore, contributing to the economic needs of the community.*

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

*The program offers a dual credit pathway in which students can earn up to 12 college credit hours toward a culinary degree. The district is in the process of aligning additional college courses with the block-schedule at the high school campus.*

* 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* *teachers and college instructors meet throughout the school year to ensure curriculum is aligned and the kitchen is conducive to the college instruction.*

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)

*The program incorporates the ProStart I and II Foundations national-level curriculum standards. This curriculum utilizes the French classical techniques of cooking. Students must demonstrate mastery in each area from cooking to management skills.*

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| --- | --- |
| **Standard Types**  | **Please list the standards your program of study uses and how it uses them below:**  |
| *Academic Standards* | *The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to: (A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student; bacteria in food fermentation; and (C) prepare various fermented food products. (11) The student assesses the reaction of leavening agents in baked products. The student is expected to: (A) identify various leavening agents and describe their role; (B) analyze the role of acids as leavening agents; (C) compare doughs and batters.* * *An activity that reinforces the science standard is when the teacher removes a critical ingredient, like a leavening agent, out of a recipe and the student has to identify the missing ingredient and determine the importance of its function in the recipe.*
 |
| *Career Cluster or Technical Standards* | *Students will discuss, prepare and present a quality stock, sauce and* *soup.** *Identify the grand sauces and describe other sauces made from them, list the proper ingredients for sauces, prepare several kinds of sauces, and match sauces to appropriate food.*
 |
| *Employability Standards*  | *The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) model effective oral and written communication; (B) practice professional grooming and hygiene standards; (C) exercise punctuality and time-management skills; (D) demonstrate self-respect and respect for others; (E) demonstrate effective teamwork and leadership; and (F) employ initiative, adaptability, and problem-solving techniques in practical applications.** *This standard is followed by a professionalism grade given to students daily. The teacher ensures students are following the proper requirements in the kitchen, for instance students are not allowed to wear nail polish, false nails, piercings, loose hair, ect.*
 |
| *Other* |  |

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

1. Please fill out the chart below, and describe your program of study’s course sequence by grade level, including the relevant or required academic and technical courses, as well as other required activities.

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

|  |  |  |
| --- | --- | --- |
| ***CAREER FOCUS*** | ***HOSPITALITY AND TOURISM*** | ***RESTAURANT MANAGEMENT*** |
| ***9TH GRADE*** | *Principles of Hospitality and Tourism**AND**Professional Communications*  | *Principles of Hospitality and Tourism**AND**Professional Communications* |
| ***10TH GRADE*** | *Hotel Management* | *Introduction to Culinary Arts* |
| ***11TH GRADE*** | *Hospitality Services* | *Culinary Arts* *Or* *Dual Credit Culinary Arts* |
| ***12TH GRADE*** | *Practicum in Hospitality Services**Optional:**Food Science* | *Advanced Culinary Arts/d: HT22603AB OR Honors:HTH22603AB* *Or**Dual Credit Advanced Culinary Arts/d**Or**Paid Practicum in Culinary Arts/Extended: HT22712AB OR Honors:HTH22712AB**Optional:**Food Science: HT23002AB OR Honors: HTH23002AB* |
| ***Certification Options*** | ***Industry Certification Options for Performance Acknowledgement:****ServSafe Food Handlers Certification;**ServSafe Food Managers Certification;**ServSafe Food Allergens* | ***Industry Certification Options for Performance Acknowledgement:****ServSafe Food Handlers Certification;**ServSafe Food Managers Certification;**ServSafe Food Allergens* |
| ***Available At*** | *Offered at only North Side HS* | *Available at South Hills HS, North Side HS, Polytechnic HS, Trimble Tech HS, O. D. Wyatt HS* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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**OR**Pre-AP English I* | *Algebra I OR Pre-AP Algebra I* | *Biology or Pre-AP Biology* | *World Geography or AP Human Geography* | *Health**Physical Education**Language other than English* | *Professional Communication**AND**Principles or Hospitality and Tourism* |
| ***10*** | *English II**OR**Pre-AP English II* | *Geometry OR Pre-AP Geometry* | *Chemistry or Pre-AP Chemistry* | *World History or AP World History* | *Fine Art**Language other than English* | *Hotel Management OR Introduction to Culinary Arts* |
| ***11*** | *English III**OR AP Language and Composition OR Dual Credit English Composition* | *Algebra II OR Pre-AP Algebra II* | *Physics or Pre-AP Physics OR AP Physics I* | *US History OR  AP US History**OR Dual Credit US History* |  | *Hospitality Services* *OR* *Culinary Arts* *OR* *Dual Credit Culinary Arts* |
| ***12*** | *English IV OR AP Literature and Composition OR Dual Credit British Literature* | *Precalculus OR Pre-AP Precalculus OR AP Statistics OR Dual Credit College Algebra**\*4th year of math not required for graduation* | *Food Science OR AP Biology OR AP Chemistry OR**AP Physics**OR Computer Science**\*4th year of science not required for graduation* | *Government/Economics**OR AP Government/AP Economics OR Dual Credit Government/Dual Credit Economics* |  | *Advanced Culinary Arts* *OR* *Dual Credit Advanced Culinary Arts* *OR**Practicum in Hospitality Services* *OR**Practicum in Culinary Arts* |

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

*Mathematics, science, reading, and writing are integrated into all of the lessons within the program. Culinary arts and hospitality naturally lend themselves to including these core subjects within the CTE classroom. Several times a year, the CTE and core teachers are brought together through two programs, Math-in-CTE and Science-in-CTE, to plan lessons that integrate those two core academics with career-based instruction. Additionally, FWISD has multiple literacy initiatives that are focused on increasing the reading and writing skills of students in both CTE and core classrooms. The main district initiative at the high school level is College and Career Readiness and CTE instruction is at the forefront of the district goals. The superintendent recognizes the need for CTE instruction and core academics to be seamlessly integrated as a part of increasing the college and career readiness skills of all students in FWISD.*

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

*Students are provided multiple opportunities to earn AP and dual credit through both CTE and core courses. Within the Hospitality and Tourism program, the students have the opportunity to earn up to 12 hours of dual credit in culinary arts. These 12 hours are divided among four semester-long courses offered through Tarrant County College. These courses include Basic Food Preparation, Sanitation and Safety, Fundamentals of Baking, and Dining Room Service. Through taking these dual credit Culinary courses, the students not only receive college credit but they also get a chance to experience various career trajectories within Hospitality and Tourism. In addition to CTE dual credit, students are offered various AP and dual credit courses within their core curriculum.*

*Students have the opportunity to take the following core courses for college credit while enrolled in high school:*

* *AP English Language and Composition*
* *AP English Literature and Composition*
* *AP US History*
* *AP Human Geography*
* *AP Statistics*
* *AP Psychology*
* *AP Calculus AB*
* *AP Calculus BC*
* *AP World History*
* *AP Spanish Language*
* *AP Spanish Literature*
* *AP Biology*
* *AP World History*
* *AP Chemistry*
* *AP Physics I*
* *AP Physics C: Electricity and Magnetism*
* *AP Computer Science*
* *AP US Government*
* *AP Macroeconomics*
* *AP Studio Art*
* *AP Environmental Science*
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?** |
| *Tarrant County College Southeast Campus* | *This partnership has evolved from streamlining curriculum to offering dual credit courses. There are plans to increase dual credit opportunities within this program.*  | *1 year* |
| *Culinary School of Fort Worth* | *Chef Edward Gutierrez is an instructor at the Culinary School of Fort Worth who mentors the North Side High School students throughout the year and helps them further develop their skills for the workplace and competitions. Chef Gutierrez is also a former graduate of the North Side High School culinary program.* | *2 years* |
| *The Texas Restaurant Association Education Foundation (TRAEF)* | *Support is given through Industry Partnerships, Scholarship Opportunities, Advancement in Continued Studies and Mentoring Programs for the Hospitality and Tourism programs. The TRAEF is focused on supporting education and training, in hopes to prepare quality employees from both the existing work force and the future of foodservice management. In addition, the TRAEF supports educators through various programs with a goal to raise the level of skills that are taught at the high school level.*  | 6 years |

# **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)

*We use labor market data from various nationwide and local sources, such as the Fort Worth Chamber of Commerce, Workforce Solutions for Tarrant County, Tarrant County College, Texas Restaurant Association, and the Tarrant County Business Development Center. We have learned from the Occupational Outlook Handbook that employment of food preparation and serving-related occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, a gain of about 1.2 million jobs. Population and income growth are expected to result in greater consumer demand for food at a variety of dining places, including restaurants and grocery stores. More than three out of five foodservice managers have annual household incomes of $50,000 or more. Currently, the restaurant industry in Tarrant County is the nation’s largest employer outside of government. For this reason, future foodservice manager positions are going to require highly skilled, well-educated professionals. Fort Worth ISD Career and Technical Education students studying in the fields of Hospitality and Tourism utilize the Texas ProStart Curriculum. The ProStart curriculum is one of the most widely recognized curriculums in the study of Culinary Arts and Restaurant Management. The Texas Restaurant Association Education Foundation (TRAEF) offers the ProStart Curriculum. Support is given through Industry Partnerships, Scholarship Opportunities, Advancement in Continued Studies and Mentoring Programs for the Hospitality and Tourism programs. The TRAEF is focused on supporting education and training, in hopes to prepare quality employees from both the existing work force and the future of foodservice management. In addition, the TRAEF supports educators through various programs with a goal to raise the level of skills that are taught at the high school level.*

*Sources:*

* [*http://www.restaurant.org/News-Research/Research/Facts-at-a-Glance*](http://www.restaurant.org/News-Research/Research/Facts-at-a-Glance)
* [*www.bls.gov/ooh*](http://www.bls.gov/ooh) *- occupational outlook handbook*
* [*https://www.fortworthchamber.com/chamberupdate/tourism-marketing-and-economic-development-go-hand-in-hand/*](https://www.fortworthchamber.com/chamberupdate/tourism-marketing-and-economic-development-go-hand-in-hand/)
* [*http://workforcesolutions.net/about/*](http://workforcesolutions.net/about/)
1. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES or NO.

*Yes, all students are required to participate in some form of work-based learning.*

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

*Students are offered the following work-based learning opportunities:*

* *Paid practicum in a restaurant, assisted living facility, or hospital*
* *In-house catering opportunities throughout the year*
* *Manage and run the North Side High School Bistro once a week providing various menu items throughout the year*
* *Community demonstration booths and events*
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**  |
| *ServeSafe Food Managers Certification* | *ServSafe Food Handlers Certification* |
| *ServeSafe Food Allergens* |  |

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 instructors teaching this program keep up-to-date on advancements in the workplace by working directly with industry partners to mentor students and participate in community events. In addition, the district gives teachers the opportunity to attend professional development and conferences, such as the ProStart Summer Institute, Hospitality Educators Association of Texas (HEAT) and the Career and Technical Association of Texas Conference.*

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?** |
| *Medical City Group* | *North Side High School partners with Medical City Children’s Hospital for the Kids Fit Menu program. The Kids Fit Menu program aligns to career-ready expectations and provides meaningful work-based learning experiences that help prepare students for a lifetime of career success. Three North Side High School Culinary students are currently competing against 4 other teams for a spot on the Kids Fit Menu at a national restaurant chain, On The Border.* | *1 year* |
| *Reata*  | *Chef Hector Marquez is a Chef at Reata who mentors the North Side High School students throughout the year and helps them further develop their skills for the workplace and competitions. Chef Marquez is a former graduate of the North Side High School culinary program.*  | *3 years* |
| *Capitol Grill* | *Hosted several North Side High School events and donated groceries to the students.*  | *3 years* |

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)

*Xavier Thompson, North Side High School Culinary student, won the Fort Worth Food and Wine Festival $25,000.00 Scholarship. He attended and graduated the Culinary Institute of America in Hyde Park, New York. He has re-enrolled and currently working on his bachelor’s degree.*

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?** |
| *City of Fort Worth FitWorth Program* | *Allows students to compete in a healthy recipe competition during Cowtown Marathon. This event promotes healthy cooking for the community. Winners earn money as well as an opportunity to demonstrate and serve food at other community events* | *3 years* |

# **SUBMIT YOUR APPLICATION**

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* 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.