# **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: Education Professions
2. Point of Contact  
    Name: Laurie Holcomb

Email Address: lholcomb@kv.k12.in.us

Phone Number: (219) 956-3143 (ext 2190)  
Address: 3923 W SR Ten, Wheatfield, IN46392

1. Applicant’s School/College: Kankakee Valley High School
2. State: Indiana
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.

Now in its fourth year, the Education Professions program teaches high school juniors and seniors about the field of education and its related careers. Students study the following units while in the program: Teaching as a Profession, The Learner and Learning Process, Planning Instruction, Learning Environment, and Instructional Strategies and Assessments. Additionally, Education Professions students cadet teach 20 hours per semester at a grade level of their choice.

1. Please check the geographical and demographic setting for your program of study and describe the geographic and economic conditions of the region served by the school.

Urban

Suburban

Rural

Other

# 

# **STUDENT POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on student achievement will not be eligible for consideration. (100 word limit)

Our program’s demographics consist of predominately white, female students who are college bound. Currently, the program‘s population is made up of 9 students of which 22 % are minority and 11% male. Last year’s population was made up of 11 students of which 9% were minority. Of last year’s students, 8 have graduated from the program and 7 have gone on to college to pursue teaching. Three of the 11 students are still in high school and are set to graduate this year. Of those three, 1 is in their second year of the program.

**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** | 11 | 11 | 11 |
| % male students | 0% | 9% | 00% |
| % female students | 100% | 91% | 100% |
| % minority students | 18% | 0% | 9% |
| % low-income students | 36% | 36% | 36% |
| % students with disabilities | 0% | 0% | 9% |
| % English language learners | 0% | 0% | 0% |
| Other relevant *demographic* data | 10 Seniors\*  1 Junior | 9 Seniors\*  2 Juniors | 8 Seniors\*  3 Juniors |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 81% | 36% | 64% |
| % of students who earned an industry-recognized credential | 81% | 64% | 91% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors) | 89% \* | 100% \* | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 50%\* | 67% \* | 100% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 30% \* | 33% | 0% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** | Not applicable to our program | Not applicable to our program | Not applicable to our program |
| % 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.

The data is not publicly accessible. However, it was sourced through our guidance department who keeps record of this for our CTE co-op. The data is also supported by student teacher contact through an Education Professions Alumni page on Facebook. Students keep contact with the teacher and regularly check in with updates of their lives and college endeavors.

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

Equitable access and outcomes are ensured through the use of resource rooms and inclusion for students with disabilities, behavior plans, 504 plans, ELL support, learning labs, graduation coaches, Freshman Academy, and Freshman Focus. Additionally, staff receives regular professional development to prepare them to meet the needs of all students through lesson differentiation, modification of instruction, and increasing knowledge of resources provided by support staff.

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

Strategies used to close access gaps are one to one learning that supplies laptops to every student and blended classroom learning. Additionally, instructors practice differentiation in presentation of material, process of how assignments can be done, and product or the method of how students demonstrate their learning.

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)

Our school recruits students in various ways. We have an ambassador program that sends a capstone class student representative to the middle school to talk to the 8th graders about the Education Professions program. This is done prior to them scheduling for freshman year. We also host an academic fair night for incoming freshman and their parents. Each CTE program sets up a table manned by the teacher and student representatives to present sample projects, past photos, and pathway handouts. Pathway brochures are also created and then passed out at the academic fair. In addition to this, we utilize bulletin boards and in-house field trips to recruit. The Education Professions students are required to create a bulletin board for the purpose of recruiting. The current 9th grade Preparing for College and Career classes visit the Education Professions class to hear about the opportunities that it offers.

1. Is your program of study associated with a Career Technical Student Organization (CTSO)? If so, which one(s) and in what way(s)? (Check the [approved list](http://www.ctsos.org/ctsos/) of CTSOs) (50 word limit)

Our program is associated with Family, Career, and Community Leaders of America (FCCLA). We are state and nationally affiliated, attend district meetings, and compete at the State Leadership Conference. Additionally, we hold meetings twice a month to engage students in fellowship, networking, volunteer opportunities, and leadership training.

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)

Career guidance is integrated through direct instruction, on-site placement in a classroom, advisory board meetings and field trips. First, students receive instruction on what it takes to become an educator. This includes current trends in education employment, the college requirements, and licensing requirements. During the unit of study, students complete an Indiana Department of Education Webquest to explore the specifics to our state. They then use the information to prepare a bulletin board to recruit others into our program. Second, students prepare a job placement application. This is used to place students into a 20 hour per semester Cadet teaching experience. Students work onsite at one of the local schools. While under the guidance of a mentor, they observe, work one on one with students, lead small group activities, teach whole group lessons, practice classroom management skills, and overall, see if teaching is a good fit for them. Third, our program’s advisory board meets biannually to discuss college requirements, hiring practices, on the job experiences, and volunteer opportunities for students. This information is taken back to the classroom and presented for all current student’s benefit. Finally, field trips to colleges and local classrooms help students decide their career path.

# **COLLEGE- AND CAREER-READY STANDARDS/EXPECTATIONS**

1. Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and/or maintenance of your program of study?
   2. How does this program of study meet the economic needs of your community?
   3. How does this program prepare students for postsecondary education? (if applicable)
   4. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

Four years ago, our district added the Education Professions pathway to meet the needs of our students and to potentially counteract the impending teacher shortage. It is our belief that students need opportunities to explore career pathway to determine if they are right for them. As the instructor, I feel uniquely qualified to prepare students as I have been in the education field for 16 years, have a Master’s in education and have taught at all grade levels. These factors help me create classroom learning experiences that academically and technically prepare the students for college and a career. I am able to share first hand experiences about working in the various classrooms and what it could potentially be like for them before they even become placed in a local school.

To further prepare them technically, the program is supported by local employers and school principals that allow the students to cadet teach in their buildings. Specifically, students are placed at one of either two elementary schools, the intermediate school, the middle school, or the local preschool. Aside from cadet placements, these employers are part of our Advisory Board and line of communication. Whether they are transmitting expectations and information to the cooperating mentor teachers or providing direct feedback to and for our students, they are contributing to further the development and maintenance of the program.

In relation to the economic needs of our community, our program aids by the Cadets providing lower level students with one on one tutoring and small group instruction. We also offer volunteer services to help with larger educational events. This year our students have volunteered at the local Head Start as child watch attendants during a parent education night, the elementary school during the Fall Fun Fest, and during “Locked in at the Library” to help second graders with a scavenger hunt.

Furthermore, the Education Professions program is partnered with Ivy Tech Community College to provide dual credit and a higher-level learning experience. The program meets the standards and expectation of a college level course. To do so, the program uses a college level text with INTASC standards, includes a work based learning component, and offers certification through AAFCS. Additionally, the program is supported by an education chair member of Ivy Tech. The education chair member visits annually to observe instruction and verify program compliance and rigor. The program was also developed based on the Indiana College and Career Readiness standards. These combined factors help insure that students are being prepared for post-secondary education.

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)

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | **Indiana Department of Education Academic Standards for Education Professions I and II are used**   * **To develop units of study, direct instruction and unit assessments.** |
| Career Cluster or Technical Standards | **Interstate Teacher Assessment and Support Consortium (INTASC) Standards are used:**   * **To enhance program rigor.** * **Maintain dual credit requirements with Ivy Tech College.** * **To form the basis of the student’s work based portfolio.** |
| Employability Standards | **Indiana Department of Education Work Based Learning Capstone Standards are used:**   * **For projects involving career exploration.** * **In setting expectations for Cadet Teachers.** * **In student creation of an evidenced based portfolio.** |
| Other | **N/A** |

# **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 |
| **9** | English 9 | Algebra I | Biology | World History | Personal Finance; World Language  Physical Education and Health | Preparing for College and Careers; Child Development |
| **10** | English 10 | Geometry | Chemistry | US History | Content area Electives; World Language | Advanced Child Development: Interpersonal Relationships |
| **11** | English 11 | Algebra II | Physics | None | World Language | Education Professions I |
| **12** | English 12 | Math or Quantitative Reasoning |  | Government and Economics | Fine Arts; Content area Elective | Education Professions II |

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

The instruction is aligned with English Language Arts standards in terms of – Personal, Academic, and Career Success. Coursework includes activities and assignments that require critical thinking, reasoning, written expression, effective communication, and decision making.

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)

Education Professions students have the opportunity to earn dual credit with Ivy Tech Community College. This 3-hour credit transfers to any college in Indiana. Engaging in Education Professions is a capstone experience.

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?** |
| Ivy Tech Community College | * Verifies rigor and quality of our college level program. * Awards dual credit to students who complete program successfully. | * Four years * Our guidance department sought a dual credit agreement with Ivy Tech. |
| Family, Career and Community Leaders of America (CTSO) | * Provides educational programming, lesson plans, and activities. * Provides recognition to students who chose to compete at the state level. * Provides educational and leadership training opportunities for students. * Hosts and facilitates professional development trainings for instructors in relation to course content, licensing changes, and instructor networking. | * Four years * The partnership developed through our school and student’s state and national level affiliation. We maintain membership to make use of the services FCCLA provides. |
| Southlake Career Cooperative  Indian Trails Career Cooperative | * Verifies rigor and quality of our program * Provides professional development on changes at the state level regarding diplomas and pathways * Recognizes and awards program instructor for maintaining and offering a program of excellence * Provides Perkins monies to purchase classroom supplies and equipment. | * Five years * The partnership developed in relation to Perkins funds requirements. Our school belonged to the Indian Trails Co-op up until July of 2016 and then merged with Southlake Career Cooperative. Both co-ops provide the same level of support. |

# **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 Education Professions program aligns with the needs of the education and training workforce in our community. Specifically the program aims to prepare students for careers in preschool, elementary, secondary and special education. Currently, the education industry is ranked second in demand according to The Indiana Department of Workforce Development’s ([DWD) Hoosier Hot 50 Jobs list](https://netsolutions.dwd.in.gov/hh50/jobList.aspx) . Data shows annual growth of 10.38% with an annual change of 2,221. Projections for 2022 show 2,541 job openings alone in our district’s region. Furthermore, Indiana ranks among the lowest rated states for teacher recruitment and retention, according to the Learning Policy Institute’s report, [*A Coming Crisis in Teaching? Teacher Supply, Demand and Shortages in the U.S.*](https://learningpolicyinstitute.org/product/coming-crisis-teaching)([Sutcher](https://learningpolicyinstitute.org/person/leib-sutcher), [Darling-Hammond](https://learningpolicyinstitute.org/person/linda-darling-hammond), and [Carver-Thomas](https://learningpolicyinstitute.org/person/desiree-carver-thomas); 2016). The findings of this study anticipate a growing educator shortage as fewer people enter the profession and demand grows. The Education Professions program helps meet the demands by giving high school students the opportunity to experience teaching, determine if it is a good fit for them, and prepares them in beginning their path to a career in education.

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)

All students within the Education Professions program complete a 20 hour per semester work based learning opportunity referred to as Cadet teaching. Cadet teachers have their choice of working at one of the following levels – elementary, intermediate, middle school, or preschool. Within their level, they can choose a specific grade or discipline. Disciplines chosen in the past have included special education, physical education, and speech therapy. Students work on site two days a week for one hour a day. They perform tasks such as observing their mentor teacher, working one on one with students, leading small group activities, teaching whole group lessons and reviews, grading assignments and quizzes, and planning lessons. Their performance is monitored through on site visits and a required evaluation. They are evaluated mid-year by their mentor in regards to professionalism and soft skills. At the end of the year, Cadets plan and carry out a full 40 minute lesson plan for the classroom in which they’ve worked. Their teaching presentation and lesson is evaluated based on Domain Two of the Indiana RISE teacher evaluation criteria. Students receive feedback throughout their experience so that they can hone and grow their skills.

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** |
| Education Fundamentals Certification (Pre-PAC)  Provided through the American Association of Family and Consumer Sciences |  |

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 instructor must be licensed in Education and hold a Master’s degree to meet requirements for the dual credit agreement. Licensing is renewable every ten years through obtaining Professional Growth Points, PGPs. PGPs are a one to one clock hour measure to the amount of course related ongoing professional development sessions or college coursework that the instructor must complete. Aside from this, the instructor is required to develop an advisory board that includes local representatives from industry to aid in keeping the program up to date on advancements.

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?** |
| Wheatfield Elementary School | * Provides cooperating teachers and hosts cadets * Cooperating teachers mentor the cadets through their work based learning experience * Provides feedback and evaluation of the cadet’s performance * Provides input regarding industry norms and standards at the Education Professions Advisory Board Meeting * Provides volunteer opportunities to further develop student interest and skill in working with children | * 3 years * The instructor and students reached out to the staff who then agreed to become cooperating teachers to host cadets. |
| Demotte Elementary School | * Provides cooperating teachers and hosts cadets * Cooperating teachers mentor the cadets through their work based learning experience * Provides feedback and evaluation of the cadet’s performance * Provides volunteer opportunities to further develop student interest and skill in working with children | * 3 years * The instructor and students reached out to the staff who then agreed to become cooperating teachers to host cadets. |
| Kougar Pride Preschool | * Provides cooperating teachers and hosts cadets * Cooperating teachers mentor the cadets through their work based learning experience * Provides feedback and evaluation of the cadet’s performance * Provides input regarding industry norms and standards at the Education Professions Advisory Board Meeting * Hosts educational field trips for students interested in the Education Professions Program * Provides volunteer opportunities to further develop student interest and skill in working with children | * 4 Years * The partnership began after requesting to bring students to Kougar Pride for field trips for Child Development class. * It evolved when students chose to continue onto Education Professions and requested placements at the preschool level |
| Kankakee Valley Intermediate School | * Provides cooperating teachers and hosts cadets * Cooperating teachers mentor the cadets through their work based learning experience * Provides feedback and evaluation of the cadet’s performance | * 4 years * The instructor and students reached out to the staff who then agreed to become cooperating teachers to host cadets. |

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)

We have been featured in the local paper as an exceptional high school program. The article includes quotes from students and teachers who have participated. Please see the attached newspaper clipping.

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?** |
| Jasper County Head Start | * Hosts service learning field trips for students interested in going into Education Professions * Provides volunteer opportunities to further develop student interest and skill in working with children | * 4 Years * A Service learning filed trip was sought for the Advanced Child Development class. Jasper County head Start agreed to allow the class to come in and run learning centers for the preschoolers |
| Demotte Elementary School Parent Teacher Organization | * Provides volunteer opportunities to further develop student interest and skill in working with children | * 1 Year * The PTO president was invited to become a member of the advisory board with the purpose of filling their need for volunteers with program students. |

# **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).