

AWARDS WORKSHOP 2029

OkACTE Awards Program

The Oklahoma ACTE awards program seeks to promote excellence in *Career*Tech education by recognizing individuals who have made extraordinary contributions to the field, programs that exemplify the highest standards, and organizations that have conducted activities to promote and expand *Career*Tech education programs.

Our awards Program can be broken down into the following categories:

- ACTE Excellence Awards
- ACTE Impact Awards
- OkACTE Awards
- Student Trophy Design Contest

The ACTE® Excellence Awards

The ACTE® Excellence Awards recognize excellence and dedication within the field of career and technical education among ACTE members. Recipients of these awards are exceptional individuals who have contributed to the success of CTE through the quality of their work and their involvement in the CTE community. Candidates and winners are recognized at three levels: state, regional, and national. As of 2017, the Excellence Awards program has been integrated with ACTE's High Quality CTE Framework.

The ACTE® Excellence Awards include the following:

- ACTE Teacher of the Year
- ACTE Counseling and Career Development Professional Award
- ACTE Postsecondary Professional of the Year
- ACTE Administrator of the Year
- ACTE New Teacher of the Year
- ACTE Teacher Educator of the Year
- ACTE Carl Perkins Community Service Award
- ACTE Lifetime Achievement Award

The ACTE® Excellence Awards at the state level are evaluated and decided upon by the OkACTE Awards Committee. The winners of the Excellence award are eligible to compete at the regional level. The nominees for the region level are evaluated and interviewed during the annual ACTE Region IV Conference held in the spring. The winners at the regional level advance to the national awards contest and are honored at the ACTE awards gala held each year during the VISION conference.

TEACHER OF THE YEAR

Purpose
This award recognizes the finest career and technical teachers at the middle and secondary school levels who have demonstrated innovation in the classroom, a commitment to their students, and dedication to improving Career and Technical Education (CTE) in their institutions and communities.

Eligibility
All candidates must be classroom or laboratory CTE teachers at the middle or secondary school level and have completed five years of teaching experience at the time of initial nomination. Candidates must be members of their state ACTE for consideration at the state level. State winners must be national ACTE members by March 1 to be considered at the regional level.

Criteria
Candidates will be evaluated on the following criteria:
1) Contributions to student success
2) Innovations in CTE
3) Leadership in the local or greater CTE community

All candidates must demonstrate at least one best practice in CTE as outlined in the High-Quality CTE Framework to be eligible for the award.
For more information on how nominations will be scored, please see the ACTE Member Awards Scoring Rubric.

Nomination Requirements
Each nomination must include the following (incomplete nominations will not be considered):
1) Description of Candidate's Qualifications for the Award
2) One (1) Letter of Support
3) Professional Photo/Headshot (5x7, 200 DPI JPEG)
4) Interview (at regional and national levels)

Description of Candidate's Qualifications for the Award (48/120 Total) *No Links to more information are allowed.
1) The High-Quality CTE Framework is used to assess the various components of CTE programming formatively. Please use the High-Quality CTE Framework to select an indicator that best describes how the candidate has supported student success through their work as a CTE professional. Cite the number of the indicator and refer to the High-Quality CTE Framework as a guide/reference. (Ex. Sequencing and articulation; work-based learning opportunities; ensuring Career and Technical Education (CTE) for All. (**500 words max – 16 points)**
2) Innovation has been defined as the implementation of both big and small ideas that are novel and have a significant impact. How has the candidate demonstrated innovation in Career and Technical Education (CTE) in their role? (**500 words max – 16 points)**
3) How has the candidate demonstrated leadership to improve opportunities, programming, advocacy, and/or partnerships within the CTE community? (Ex. Activities conducted with community leaders, business & industry partners, fellow educators, and any level of ACTE, CTSOs, and/or other related stakeholder activities. (**500 words max – 16 points)**

Letter of Support
Each nomination should include one letter of support that recommends the candidate for the above areas. Please submit a letter from one of the following: a supervisor, a parent/guardian, a student, an employee, or a community leader.

Professional Photo/Headshot
Each nomination should include a professional photo or headshot of the candidate. The image should be submitted as a 5x7, 200 DPI JPEG file. The photo will be used on the corporate website and at the VISION awards gala. (*Note: Photographs will be used for publicity purposes only*.)

Interview (for regional and national awards) (4 questions – 18 points each - 72/120 Total)
Candidates selected for regional consideration may undergo a brief interview with their regional awards committee in the spring. All national finalists will have an on-camera interview with the national awards committee in the fall. Candidates will be notified of the interview schedule and process after their nomination is submitted. No props are allowed during the interview.

Nominations should be submitted electronically on the ACTE Awards Portal by **your state's deadline.** Candidates for the ACTE Excellence Awards may nominate themselves or be nominated by a third party. States must choose and submit their winners for regional consideration by **March 1. The ACTE Awards Committee will select national winners**. Regional and national winners will be recognized at the ACTE Awards Banquet during CareerTech VISION. *Winning candidates permit ACTE to use and edit the application's content for promotional activities. Non-winning candidates may be re-nominated for the same or another Excellence Award the following year. Winning candidates at the national level may not be nominated for the same or another national ACTE Excellence Award within three years of their win.*

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TEACHER EDUCATOR OF THE YEAR

Purpose
This award recognizes postsecondary teacher educators who are committed to preparing and supporting existing educators and college-level majors in delivering high-quality Career and Technical Education (CTE) programs, demonstrating innovation, teacher education, and leadership in improving CTE.

Eligibility
Candidates must directly support the preparation, development, or advancement of current/future CTE teachers, including postsecondary faculty in teacher preparatory programs, staff/faculty in alternative preparatory programs, those assisting with permanent licensure, and professionals supporting CTE educators outside postsecondary settings. Not eligible: high school educators of secondary-level future educator programs. Must be state ACTE members for state-level recognition; state winners must be national ACTE members by March 1 for regional-level consideration.

Criteria
Candidates will be evaluated on the following criteria:
1) Contributions to student success
2) Innovations in CTE
3) Leadership in the local or greater CTE community

All candidates must demonstrate at least one best practice in CTE as outlined in the High-Quality CTE Framework to be eligible for the award. For more information on how nominations will be scored, please see the ACTE Member Awards Scoring Rubric.

Nomination Requirements
Each nomination must include the following (incomplete nominations will not be considered):
1) Description of Candidate's Qualifications for the Award
2) One (1) Letter of Support
3) Professional Photo/Headshot (5x7, 200 DPI JPEG)
4) Interview (at regional and national levels)

Description of Candidate's Qualifications for the Award (1500 words total) *No Links to more information are allowed.
1) How has the candidate supported new, student, or existing teachers in implementing high-quality Career and Technical Education (CTE) programs? Cite the number of the indicator and refer to the High-Quality CTE Framework as a guide/reference. (Ex. student teacher achievements; improvements to their CTE programs) (**500 words max – 16 points)**
2) How has the candidate demonstrated innovation in the field of teacher education? (Ex. improvements implemented; new activities or initiatives spearheaded; creative or cutting-edge practices) (**500 words max – 16 points)**
3) How has the candidate demonstrated leadership in enhancing Career and Technical Education (CTE) within the broader CTE community? (Ex. research conducted in the field; leadership in ACTE or other organizations) (500 words max) 20-point guide/reference. (Ex. Sequencing and articulation; work-based learning opportunities; ensuring Career and Technical Education (CTE) for All. (**500 words max – 16 points)**

Letter of Support
Each nomination should include one letter of support that recommends the candidate in the above areas. Please submit a letter from one of the following: a supervisor, a parent/guardian, a student, an employee, or a community leader.

Professional Photo/Headshot
Each nomination should include a professional photo or headshot of the candidate. The image should be submitted as a 5x7, 200 DPI JPEG file. The photo will be used on the corporate website and at the VISION awards gala. (*Note: Photographs will be used for publicity purposes only*.)

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Nominations should be submitted electronically on the ACTE Awards Portal by **your state's deadline.** Candidates for the ACTE Excellence Awards may nominate themselves or be nominated by a third party. States must choose and submit their winners for regional consideration by **March 1. The ACTE Awards Committee will select national winners**. Regional and national winners will be recognized at the ACTE Awards Banquet during CareerTech VISION. *Winning candidates permit ACTE to use and edit the application's content for promotional activities. Non-winning candidates may be re-nominated for the same or another Excellence Award the following year. Winning candidates at the national level may not be nominated for the same or another national ACTE Excellence Award within three years of their win.*

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POSTSECONDARY PROFESSIONAL OF THE YEAR

Purpose

This award recognizes the finest career and technical professionals at the postsecondary level who have instructed, educated, or provided guidance to students involved in career and technical education pathways, demonstrated innovation in the classroom, and exhibited dedication to improving CTE in their institutions and communities.

Eligibility

To be nominated, candidates must work in career and technical education (CTE) at a college or other postsecondary institution, serving only postsecondary students (including concurrent enrollment high school students). Instructors of high school classes for college credit are not eligible. Eligible individuals may include teachers, administrators, counselors, business and industry trainers, or program coordinators. Candidates must be members of their state ACTE for state-level consideration, and state winners must be national ACTE members by March 1 to advance to the regional level.

Criteria

Candidates will be evaluated on the following criteria:

1) Contributions to student success
2) Innovations in CTE
3) Leadership in the local or greater CTE community

All candidates must demonstrate at least one best practice in CTE as outlined in the High-Quality CTE Framework to be eligible for the award. For more information on how nominations will be scored, please see the ACTE Member Awards Scoring Rubric.

Nomination Requirements

Each nomination must include the following (incomplete nominations will not be considered):

1) Description of Candidate's Qualifications for the Award
2) One (1) Letter of Support
3) Professional Photo/Headshot (5x7, 200 DPI JPEG)
4) Interview (at regional and national levels)

Description of Candidate's Qualifications for the Award (1500 words total) *No Links to more information are allowed.

1) The High-Quality CTE Framework is used to assess the various components of CTE programming in a formative manner. Please use the High-Quality CTE Framework to select an indicator that best describes how the candidate has supported student success through their work as a CTE professional. Cite the number of the indicator and refer to the High-Quality CTE Framework as a guide/reference. (Ex. Sequencing and articulation; work-based learning opportunities; ensuring Career and Technical Education (CTE) for All. (**500 words max – 16 points)**
2) Innovation has been defined as the implementation of both big and small ideas that are novel and have a significant impact. How has the candidate demonstrated innovation in Career and Technical Education (CTE) in their role? (**500 words max – 16 points)**
3) How has the candidate demonstrated leadership to improve opportunities, programming, advocacy, and/or partnerships within the CTE community? (Ex. Activities conducted with community leaders, business & industry partners, fellow educators, and any level of ACTE, CTSOs, and/or other related stakeholder activities.) (**500 words max – 16 points)**

Letter of Support

Each nomination should include one letter of support that recommends the candidate in the above areas. Please submit a letter from one of the following: a supervisor, a parent or guardian, a student, an employee, or a community leader.

Professional Photo/Headshot

Each nomination should include a professional photo or headshot of the candidate. The image should be submitted as a 5x7, 200 DPI JPEG file. The photo will be used on the corporate website and at the VISION awards gala. (*Note: Photographs will be used for publicity purposes only*.)

Interview (for regional and national awards) (4 questions – 18 points each - 72/120 Total)

Candidates selected for regional consideration may undergo a brief interview with their regional awards committee in the spring. All national finalists will have an on-camera interview with the national awards committee in the fall. Candidates will be notified of the interview schedule and process after their nomination is submitted. No props are allowed during the interview.

Nominations should be submitted electronically on the ACTE Awards Portal by **your state's deadline.** Candidates for the ACTE Excellence Awards may nominate themselves or be nominated by a third party. States must choose and submit their winners for regional consideration by **March 1. The ACTE Awards Committee will select national winners**. Regional and national winners will be recognized at the ACTE Awards Banquet during CareerTech VISION. *Winning candidates permit ACTE to use and edit the application's content for promotional activities. Non-winning candidates may be re-nominated for the same or another Excellence Award the following year. Winning candidates at the national level may not be nominated for the same or another national ACTE Excellence Award within three years of their win.*

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NEW TEACHER OF THE YEAR

Purpose
This award recognizes new Career and Technical Education (CTE) teachers who have made significant contributions to implementing innovative and unique career and technical education programs and demonstrated a professional commitment early in their careers.

Eligibility
All candidates must be CTE teachers at the middle, secondary, or postsecondary level as designated by the state agency overseeing CTE, and be new to the teaching profession, with no more than five years of experience at the time of initial nomination. This includes any teaching experience, whether in Career and Technical Education (CTE) or other settings. Candidates must be members of their state ACTE to be considered for state-level recognition. State winners must be national ACTE members by March 1 to be considered for the regional competition.

Criteria
Candidates will be evaluated on the following criteria:
1) Contributions to student success
2) Innovations in CTE
3) Leadership in the local or greater CTE community

All candidates must demonstrate at least one best practice in CTE as outlined in the High-Quality CTE Framework to be eligible for the award. For more information on how nominations will be scored, please see the ACTE Member Awards Scoring Rubric.

Nomination Requirements
Each nomination must include the following (incomplete nominations will not be considered):
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2) One (1) Letter of Support
3) Professional Photo/Headshot (5x7, 200 DPI JPEG)
4) Interview (at regional and national levels)

Description of Candidate's Qualifications for the Award (48/120 Total) *No Links to more information are allowed.
1) The High-Quality CTE Framework is used to assess the various components of CTE programming in a formative manner. Please use the High-Quality CTE Framework to select an indicator that best describes how the candidate has supported student success through their work as a CTE professional. Cite the number of the indicator and refer to the High-Quality CTE Framework as a guide/reference. (Ex. Sequencing and articulation; work-based learning opportunities; ensuring Career and Technical Education (CTE) for All. (**500 words max – 16 points)**
2) Innovation has been defined as the implementation of both big and small ideas that are novel and have a significant impact. How has the candidate demonstrated innovation in Career and Technical Education (CTE) in their role? (**500 words max – 16 points)**
3) How has the candidate demonstrated leadership to improve opportunities, programming, advocacy, and/or partnerships within the CTE community? (Ex. Activities conducted with community leaders, business & industry partners, fellow educators, and any level of ACTE, CTSOs, and/or other related stakeholder activities (**500 words max – 16 points)**

Letter of Support
Each nomination should include one letter of support that recommends the candidate for the above areas. Please submit a letter from one of the following: a supervisor, a parent/guardian, a student, an employee, or a community leader.

Professional Photo/Headshot
Each nomination should include a professional photo or headshot of the candidate. The image should be submitted as a 5x7, 200 DPI JPEG file. The photo will be used on the corporate website and at the VISION awards gala. (*Note: Photographs will be used for publicity purposes only*.)

Interview (for regional and national awards) (4 questions – 18 points each - 72/120 Total)
Candidates selected for regional consideration may undergo a brief interview with their regional awards committee in the spring. All national finalists will have an on-camera interview with the national awards committee in the fall. Candidates will be notified of the interview schedule and process after their nomination has been submitted. No props are allowed during the interview.

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CARL PERKINS
COMMUNITY SERVICE AWARD

Purpose
This award recognizes an individual who has significantly utilized Career and Technical Education (CTE) to impact their community positively and demonstrated leadership through programs and activities that promote student involvement, community service, and service-learning.

Eligibility
All candidates must be either current or retired postsecondary, secondary, or middle school-level Career and Technical Education (CTE) teachers or school counselors directly responsible for the community service/service-learning event. Candidates must be members of their state ACTE for consideration at the state level. State winners must be national ACTE members by March 1 to be considered at the regional level.

Criteria
Candidates will be evaluated on the following criteria:
1) Contributions to student success
2) Innovations in CTE
3) Leadership in the local or greater CTE community

All candidates must demonstrate at least one best practice in CTE as outlined in the High-Quality CTE Framework to be eligible for the award.
For more information on how nominations will be scored, please see the ACTE Member Awards Scoring Rubric.

Nomination Requirements
Each nomination must include the following (incomplete nominations will not be considered):
1) Description of Candidate's Qualifications for the Award
2) One (1) Letter of Support
3) Professional Photo/Headshot (5x7, 200 DPI JPEG)
4) Interview (at regional and national levels)

Description of Candidate's Qualifications for the Award (1500 words total – 16 pts per question) *No Links to more information are allowed.
1) How has the candidate demonstrated leadership and impact in Career and Technical Education (CTE) through community service? (Ex. Partnerships with business or community groups; spearheading community service initiatives, etc. (**500 words max – 16 points)**
2) How has the candidate demonstrated innovation in furthering student learning through community service? (Ex. improvements implemented to programs or institutions through community service; creative or cutting-edge practices implemented in service projects) (**500 words max – 16 points)**
3) Referring to specific indicators in the High-Quality CTE Framework, cite and describe how the candidate's efforts have positively impacted the students, the school, and the broader community through sustained and meaningful community service activities. (Ex. CTSO's, Experiential Learning, Business, and Community Partnerships) (**500 words max – 16 points)**

Letter of Support
Each nomination should include one letter of support that recommends the candidate for the above areas. Please submit a letter from one of the following: a supervisor, a parent/guardian, a student, an employee, or a community leader.

Professional Photo/Headshot
Each nomination should include a professional photo or headshot of the candidate. The image should be submitted as a 5x7, 200 DPI JPEG file. The photo will be used on the corporate website and at the VISION awards gala. (*Note: Photographs will be used for publicity purposes only*.)

Interview (for regional and national awards) (4 questions – 18 points each - 72/120 Total)
Candidates selected for regional consideration may undergo a brief interview with their regional awards committee in the spring. All national finalists will have an on-camera interview with the national awards committee in the fall. Candidates will be notified of the interview schedule and process after their nomination is submitted. No props are allowed during the interview.

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COUNSELING AND CAREER DEVELOPMENT PROFESSIONAL

Purpose
This award recognizes school counselors and career development professionals who have demonstrated a commitment to connecting students with career exploration and development opportunities and have advocated for Career and Technical Education (CTE) as a viable option for all students.

Eligibility
All candidates must be school counselors and/or career development professionals at the time of initial nomination. Candidates must be members of their state ACTE for consideration at the state level. State winners must be national ACTE members by March 1 to be considered at the regional level.

Criteria
Candidates will be evaluated on the following criteria:
1) Contributions to student success
2) Innovations in CTE
3) Leadership in the local or greater CTE community

All candidates must demonstrate at least one best practice in CTE as outlined in the High-Quality CTE Framework to be eligible for the award. For more information on how nominations will be scored, please see the ACTE Member Awards Scoring Rubric.

Nomination Requirements
Each nomination must include the following (incomplete nominations will not be considered):
1) Description of Candidate's Qualifications for the Award
2) One (1) Letter of Support
3) Professional Photo/Headshot
4) Interview (at regional and national levels)

Description of Candidate's Qualifications for the Award (48/120 Total) *No Links to more information are allowed.
1) The High-Quality CTE Framework is used to assess the various components of CTE programming formatively. Please use the High-Quality CTE Framework to select an indicator that best describes how the candidate has supported student success through their work as a CTE professional. Cite the number of the indicator and refer to the High-Quality CTE Framework as a guide/reference. (Ex. Sequencing and articulation; work-based learning opportunities; ensuring Career and Technical Education (CTE) for All. (**500 words max – 16 points)**
2) How has the candidate demonstrated innovation in career exploration and development? (Ex. improvements implemented; new activities or initiatives spearheaded; creative or cutting-edge practices) (**500 words max – 16 points)**
3) How has the candidate demonstrated leadership in advocating for Career and Technical Education (CTE) as a viable option for all students? (Ex. Communicating the value of CTE to students, parents, educators, community leaders, business & industry partners; leadership in ACTE and other organizations). (**500 words max – 16 points)**

Letter of Support
Each nomination should include one letter of support that recommends the candidate to the above areas. Please submit a letter from one of the following: a supervisor, a parent/guardian, a student, an employee, or a community leader.

Professional Photo/Headshot
Each nomination should include a professional photo or headshot of the candidate. The image should be submitted as a 5x7, 200 DPI JPEG file. The photo will be used on the corporate website and at the VISION awards gala. (*Note: Photographs will be used for publicity purposes only*.)

Interview (for regional and national awards) (4 questions – 18 points each - 72/120 Total)
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ADMINISTRATOR OF THE YEAR

Purpose
This award recognizes administrative CTE professionals at the school, district, county, state, or federal level who have demonstrated leadership in ensuring teacher and student success and have made significant contributions to innovative, unique, and effective career and technical education programs.

Eligibility
All candidates must be employed as CTE administrators/principals, program specialists, coordinators, federal or State Department of Education professionals, or other administrative professionals at the time of initial nomination. Candidates must be members of their state ACTE for consideration at the state level. State winners must be national ACTE members by March 1 to be considered at the regional level.

Criteria
Candidates will be evaluated on the following criteria:
1) Contributions to student success
2) Innovations in CTE
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All candidates must demonstrate at least one best practice in CTE as outlined in the High-Quality CTE Framework to be eligible for the award. For more information on how nominations will be scored, please see the ACTE Member Awards Scoring Rubric.

Nomination Requirements
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2) One (1) Letter of Support
3) Professional Photo/Headshot (5x7, 200 DPI JPEG)
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2) Innovation has been defined as the implementation of both big and small ideas that are novel and have a significant impact. How has the candidate demonstrated innovation in Career and Technical Education (CTE) in their role? ((**500 words max – 16 points)**
3) How has the candidate demonstrated leadership to improve opportunities, programming, advocacy, and/or partnerships within the CTE community? (Ex. Activities conducted with community leaders, business & industry partners, fellow educators, and any level of ACTE, CTSOs, and/or other related stakeholder activities. (**500 words max – 16 points)**

Letter of Support
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Professional Photo/Headshot
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LIFETIME ACHIEVEMENT

Purpose
This award honors CTE professionals who have demonstrated long-term leadership in support of ACTE, introduced innovative career and technical education practices, and made significant, lasting contributions to the field throughout their careers.

Eligibility
Candidates must be members of their state ACTE to be considered at the state level. State winners must be national ACTE members by March 1 to be considered at the regional level. Since this award encompasses their entire career, the candidate must have been a member of the ACTE organization for a minimum of 10 years.

Criteria
Candidates will be evaluated on the following criteria:
1) Contributions to student success
2) Innovations in CTE
3) Leadership in the local or greater CTE community

All candidates must demonstrate at least one best practice in CTE as outlined in the High-Quality CTE Framework to be eligible for the award.
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1) Description of Candidate's Qualifications for the Award
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3) Professional Photo/Headshot (5x7, 200 DPI JPEG)
4) Interview (at regional and national levels)

Description of Candidate's Qualifications for the Award (48/120 Total) *No Links to more information are allowed.
1) How has the candidate demonstrated leadership within the CTE discipline and furthered the mission of ACTE? (Ex. leadership positions held; volunteer work in the association; contributions to CTE/ACTE at the local, state, regional, or national levels) (**500 words max – 16 points)**
2) Describe the candidate's innovations in CTE across their professional careers. (Ex. improvements implemented to program or institution; new activities or initiatives spearheaded; new partnerships developed; creative or cutting-edge classroom practices implemented) (**500 words max – 16 points)**
3) The High-Quality CTE Framework is used to assess the various components of CTE programming formatively. Please use the High-Quality CTE Framework to select an indicator that best describes how the candidate has supported student success through their work as a CTE professional. Cite the number of the indicator and refer to the High-Quality CTE Framework as a guide/reference. (Ex. Sequencing and articulation; work-based learning opportunities; ensuring Career and Technical Education (CTE) for All. (**500 words max – 16 points)**

Letter of Support
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Professional Photo/Headshot
Each nomination should include a professional photo or headshot of the candidate. The image should be submitted as a 5x7, 200 DPI JPEG file. The photo will be used on the corporate website and at the VISION awards gala. (*Note: Photographs will be used for publicity purposes only*.)

Interview (for regional and national awards) (4 questions – 18 points each - 72/120 Total)
Candidates selected for regional consideration may undergo a brief interview with their regional awards committee in the spring. All national finalists will have an on-camera interview with the national awards committee in the fall. Candidates will be notified of the interview schedule and process after their nomination is submitted. No props are allowed during the interview.

Nominations should be submitted electronically on the ACTE Awards Portal by **your state's deadline.** Candidates for the ACTE Excellence Awards may nominate themselves or be nominated by a third party. States must choose and submit their winners for regional consideration by **March 1. The ACTE Awards Committee will select national winners**. Regional and national winners will be recognized at the ACTE Awards Banquet during CareerTech VISION. *Winning candidates permit ACTE to use and edit the application's content for promotional activities. Non-winning candidates may be re-nominated for the same or another Excellence Award the following year. Winning candidates at the national level may not be nominated for the same or another national ACTE Excellence Award within three years of their win.*

Are you the best in CTE? • Do you know someone who is?
To learn more and submit a nomination, visit www.acteonline.org/awards

The ACTE Impact Awards

The ACTE® Impact Awards recognize groups and individuals from the education, business, and industry communities who enhance career and technical education by contributing to the improvement, promotion, development, and progress of CTE. Individuals or entities (from within or outside the field) that have contributed to the success and promotion of CTE, thereby positively impacting the image of CTE, are eligible recipients of these awards. While there is no membership eligibility restriction for applicants, **all must be nominated by an ACTE member.**

Non-winning candidates may be re-nominated for the same or another Excellence Award the following year. Winning candidates at the national level may not be nominated for the same or another national ACTE Excellence Award within 3 years of their win.

The Business-Education Partnership Award

ACTE's Business-Education Partnership Awards were created for business and education leaders who recognize that the economic livelihood is closely tied to the success of career and technical education (CTE) programs. Businesses and CTE programs across the country have already established successful partnerships that support student achievement, economic and community development, quality of life, and other key objectives. ACTE is dedicated to supporting and recognizing best practices in CTE business-education partnerships.

Eligibility

Eligible partnerships have been created within the last five years, are designed to support high-quality CTE programs, and exist between at least one educational institution and at least one business or industry representative group. Partnerships should exist at the time of nomination and have made a measurable/significant impact on student achievement and the development of the local community and economy. Greater consideration will be given to partnerships that demonstrate sustainability and innovation (either in the partnership itself or its outcomes).

Nomination Process & Recognition

Nominations will be accepted year-round through **June 30** and may be submitted by any individual or organization with sufficient involvement to adequately describe the partnership.

All nominations should be submitted online:
https://acte.secure-platform.com/a/page/awards/national/partnership

All partnerships that meet eligibility and criteria requirements will be highlighted on ACTE's website as a 'Business-Education Partnership Spotlight.' Top nominations may

be featured as model partnerships in a future issue of *Techniques*, and/or invited to present sessions at ACTE's CareerTech VISION.

ACTE Champion for CTE Award

ACTE's Champion for CTE Awards were created to recognize education leaders, business and industry executives, celebrities and thought leaders who support and champion CTE programs as a vital part of developing a prepared, adaptable and competitive workforce. The words and actions of a few dedicated and influential individuals have the power to further best practices, foster supportive policies, and shape a more positive public opinion of CTE. These awards showcase outstanding champions-from local leaders to national figureheads-who have leveraged their influence to expand, improve, and promote CTE.

Eligibility

These awards are open to education leaders, business and industry executives, celebrities, thought leaders and other individuals who have made a significant impact on the improvement and expansion of CTE programs and/or on positively influencing policymakers and public opinion regarding CTE.

Federal policymakers are not eligible for these awards and should instead be nominated for ACTE's Policymaker of the Year Award.

Greater consideration will be given to candidates who have repeatedly demonstrated their public support for CTE and who exhibit an understanding of the components of modern, high-quality CTE.

Nomination Process & Recognition

Nominations will be accepted year-round through **June 30** and may be submitted by any individual or organization with sufficient involvement to adequately describe the partnership.

All nominations must be submitted online:
https://acte.secure-platform.com/a/page/awards/national/partnership

All partnerships that meet eligibility and criteria requirements will be highlighted on ACTE's website as a 'Business-Education Partnership Spotlight.' Top nominations may be featured as model partnerships in a future issue of *Techniques*, and/or invited to present sessions at ACTE's *Career*Tech VISION.

THE OkACTE/OATC AWARDS

The Oklahoma ACTE awards program seeks to promote excellence in *Career*Tech education by recognizing individuals who have made extraordinary contributions to the field, programs that exemplify the highest standards and organizations that have conducted activities to promote and expand *Career*Tech education within the state.

The OkACTE/OATC Awards include the following:

- Arch Alexander Award
- Francis Tuttle Award
- OkACTE Kaleidoscope Award
- OkACTE Support Staff
- OkACTE Communications & Marketing Award
- OKACTE Outstanding New Professional
- OATC Distinguished Service
- OATC Distinguished Achievement
- OATC Gold Star Award
- OATC Outstanding Board Member Award
- Bob Funk Advocacy Award
- Dennis Portis III – Rising Star Award

The State Awards Process

The Oklahoma Association of *Career*Tech Education has an awards committee that consists of one representative from each of Oklahoma ACTE's divisions, a chair, and a staff liaison from Oklahoma ACTE. The committee is responsible for reviewing applications, approving division awards and selection committee recommendations, recommending award winners to the association, and overseeing all aspects of the recognition program for award recipients.

The Awards Committee administers the following awards:

- Teacher of the Year
- Counseling and Career Development Professional Award
- Postsecondary Professional of the Year
- Administrator of the Year
- New Teacher of the Year
- Carl Perkins Community Service Award
- Outstanding New Professional Awards
- Lifetime Achievement Award

In addition to these awards, the following entities are responsible for selecting these state awards:

- The Support Staff Division selects the winner of the Support Staff Award.
- The NRS section, Communications & Marketing, selects the Communication & Marketing Award.
- Outstanding New Professional Awards
- Outstanding Board Member Award
- Members of the Kaleidoscope Committee select the Kaleidoscope Award winner.
- The staff at Oklahoma ACTE will coordinate the selection process for the Arch Alexander Award, Francis Tuttle Career Excellence Award, the Distinguished Service Awards, and the Bob Funk Advocacy of Excellence Award.
- Each OkACTE division is responsible for selecting the Dennis Portis III – Rising Star Award recipient.

The Awards Committee reserves the right to return any application that is not appropriate for the category in which it was submitted.

ARCH ALEXANDER AWARD

This award recognizes a CareerTech educator who has made significant contributions to program development in CareerTech education within the State of Oklahoma. The award is designed to acknowledge progressive leaders in the development of CareerTech education programs, curriculum, and the utilization of advanced technology in education. The University of Oklahoma, Department of Educational Leadership and Policy Studies, established the Arch Alexander Award in honor of Dr. Arch Alexander, former Assistant State Director.

ELIGIBILITY:
The University of Oklahoma, Department of Educational Leadership and Policy Studies, will present this award to a professional CareerTech educator whose career has been marked with significant contributions to CareerTech program development. This would be evidenced by a commitment to an active, continuing role in the establishment, promotion, implementation, and/or administration of CareerTech programs in Oklahoma. The ideal candidate is both student- and industry-focused, as evidenced by their ability to balance the needs of both within the development of CareerTech education programs.

Applicants for the Arch Alexander Award are restricted from applying for the Francis Tuttle Career Excellence Award.

Deadline: May 1

FRANCIS TUTTLE AWARD

This award is to recognize a CareerTech educator who has made outstanding contributions that are of state and/or national significance. These contributions should be aimed toward the improvement, promotion, development and progress of CareerTech education. This award was established in 1985 in honor of Dr. Francis Tuttle, former State Director of the Oklahoma Department of Career and Technology Education. It is designed to honor individuals whose careers exemplify a similar dedication to the development of people through CareerTech education. This is the Oklahoma ACTE's highest honor and, as such, will be given only to individuals whose contributions have been of state or national significance. Only one award may be presented each year.

ELIGIBILITY:
The award will be presented to a professional CareerTech educator whose career has been marked by actions that have enabled CareerTech education programs to respond more fully to the individual needs of people in achieving more productive lives.

This would be evidenced by commitment to an active, continuing role in the establishment, promotion, implementation, and/or administration of programs and/or services. Career excellence in CareerTech education will also be demonstrated by continuous efforts to inform others of the accomplishments, needs, and challenges of CareerTech education in Oklahoma, thereby eliciting statewide support of CareerTech endeavors. A majority of the nominee's outstanding contributions should have been made during the past ten years. The nominee must have been a member of Oklahoma ACTE/ACTE for the past ten years.

Applicants for the Francis Tuttle Career Excellence Award are restricted from applying for the Arch Alexander Award.

Deadline: May 1

OkACTE KALEIDOSCOPE AWARD

The Kaleidoscope Award has been established to recognize those entities that embrace and promote diversity. Sincere commitment to processes and activities that promote a pluralistic campus, community, or agency must be demonstrated. These processes and activities must be aimed at developing, improving, and promoting awareness of and opportunities for integrating multiculturalism, gender equity, and those with physical disabilities into career and technology education programs.

Examples of processes and activities may be, but are not necessarily limited to, the following:

- Minority Intern/Extern Programs
- Implementing strategies to enhance job placement and upward mobility that reflect a diverse population.
- Diversity education and/or in-service programs for staff.
- Incorporating diversity within print and/or visual media such as curriculum, brochures, recruitment materials, etc.
- Developing processes and/or activities for recruiting and retaining a professional, multicultural staff.

ELIGIBILITY:

- Applicant must be a member of ACTE, Oklahoma ACTE, their Oklahoma ACTE Division and be actively engaged in CareerTech.
- Project/Activity must have been started or completed within the current fiscal or calendar year
- Applicant must furnish evidence that the project/activity has been incorporated into the school/division/agency/individual's regular processes, activities and/or responsibilities.
- A previous Kaleidoscope Award winner may reapply each year with new processes/activities and is eligible for all other Oklahoma ACTE (ACTE) awards.

Deadline: May 1

OkACTE SUPPORT STAFF AWARD

This award is meant to recognize individuals who have exhibited excellence in their work in a support staff position.

ELIGIBILITY:

Individuals who are currently employed in a full-time support staff capacity in a CareerTech program for at least the last two years. The nominee must hold membership in the Oklahoma ACTE and the Support Staff Section. Membership in ACTE is not required, but will be considered.

The nominee also should have been involved in some capacity in Oklahoma ACTE/ACTE activities at the local and/or state level and must have been a member of Oklahoma ACTE/ACTE for at least the past three consecutive years.

Although an individual is eligible to receive the Oklahoma ACTE Support Staff Award only once, such an award does not exclude that individual from nomination for other Oklahoma ACTE/ACTE awards.

Deadline: May 1

OkACTE COMMUNICATIONS & MARKETING AWARD

To recognize staff who are demonstrating outstanding skills in communications and marketing above and beyond normal responsibilities. Recipients of this award must have made significant contributions toward innovative, unique, or novel programs that are serving to improve and promote CareerTech.

ELIGIBILITY:
Oklahoma ACTE members currently employed as full-time communications and marketing personnel in a technology center are eligible for this award. Contributions and achievements on which the nomination is based should have been made within the past three years. The nominee should also have attended at least 85% of the communications and marketing council activities and must have been a member of Oklahoma ACTE/ACTE for at least the past three consecutive years.

Applicants must not have been the recipient of the Communications and Marketing Award in previous years. However, applicants who have previously received the Communications and Marketing Award may apply for other Oklahoma ACTE/ACTE awards, such as Educator of the Year and the Arch Alexander Award, provided they meet the specific criteria for each award.

Deadline: May 1

OkACTE OUTSTANDING NEW PROFESSIONAL AWARD

This award is designed to support the professional development of members recognized as potential leaders within their division and the association. The award will entitle six recipients to funding specified annually by the Oklahoma ACTE Advisory Committee toward expenses incurred at the annual ACTE convention. Each recipient will also receive a complimentary registration to the Oklahoma ACTE/ACTE Legislative Seminar.

ELIGIBILITY:
This award will be given to six individuals who have been members of Oklahoma ACTE/ACTE for a period of two to five years. The nominees must not have previously attended an ACTE Convention. Since the purpose of the award is professional development, award recipients are required to attend the entire convention, beginning with the Opening General Session through the Closing General Session, including the Delegate Assembly.

Although an individual is eligible to receive the Oklahoma ACTE New Professional Award only once, such an award does not exclude that individual from nomination for other Oklahoma ACTE/ACTE awards.

Deadline: May 1

OATC DISTINGUISHED ACHIEVEMENT AWARD

To recognize technology centers for their innovative or unique accomplishments benefiting their students and community.

CRITERIA:
The innovative and unique significant achievement must have been implemented during the previous or current school year.

Deadline: May 1

Bob Funk Advocacy of Excellence Award

The Bob Funk Advocate of Excellence Award honors those in the Oklahoma CareerTech system who have proven to be a true champion on many levels. This award was introduced to celebrate the efforts of those in career tech who advocate for, promote and support educators, administrators, and staff within the field of CTE.

For more information on nominations for this award, contact the OkACTE office.

OATC GOLD STAR AWARD

This program is designed to recognize technology center districts that have met rigid and demanding criteria demonstrating a high level of excellence. This voluntary program (not to be confused with accreditation) provides recognition to districts with exemplary programs designed to meet a broad spectrum of community needs. Gold Star recognition will be for a period of one year and applications must be submitted each year. This award is sponsored by OATC and will be presented at Oklahoma Summit.

To be eligible for this award, the technology center district must satisfy requirements in each of the seven categories. Individual sites are not eligible for this award. Each technology center district will receive a partially completed entry form from OATC. All districts satisfying the criteria will receive Gold Star recognition.

Deadline: May 1

OATC OUTSTANDING BOARD MEMBER AWARD

This award recognizes the contributions of technology center school board members who have provided leadership in the development and implementation of school policy. The award will be presented to individuals who have supported CareerTech education by giving of their time and energy in the role of board member of a local technology center in Oklahoma.

ELIGIBILITY:

The award will be presented to those past and present distinguished board members who have served at least one term of office and who have been active members of OATC participating in various OATC activities.
Nominees must have served as an officer or leader on the local board. Each technology center may nominate one person for this award. The OATC awards committee will evaluate the applications submitted and will select the recipient.

Deadline: May 1

Dennis Portis III – Rising Star Award

Dr. Dennis Portis, III had a legacy as a leader. Dr. Portis began his teaching career at Metro Technology Centers in 2003 as a pre-engineering instructor. After becoming passionate about education, he went on to earn his master's degree in education and later received his Ph.D. in Education Administration in 2013, becoming the Associate Superintendent of Instruction at Metro Technology Centers.

While short in tenure, he has been compared to Dr. Arch Alexander and Dr. Francis Tuttle, and his legacy as a leader has been felt throughout every aspect of our education system. Everyone who met Dr. Portis remembers his genuine caring approach and his heartwarming smile. He was extremely thoughtful and thorough, and his leadership style is still discussed among those who had the privilege to work with him. He was highly respected among his peers, community and students. He had a gift to find the potential in someone and dedicated his career to investing his time and the success of others.

PURPOSE:

This award recognizes individuals who are striving to make a difference in their division and association. These individuals have demonstrated great leadership, potential devotion, and a strong commitment to the success of the Oklahoma CareerTech system. They are a true rising star.

ELIGIBILITY:

Each division may select one candidate and must be a current OkACTE member at the time of initial nomination.

CRITERIA:

Candidates will be evaluated on the following criteria:

- Shows determined leadership in furthering the success of the Oklahoma CareerTech system
- Devoted in encouraging member growth and leadership development
- Dedicated and engaged
- Inspires others in professional development
- Participates in division leadership or activities

Deadline: May 1

OkACTE Student Award Design Contest

OkACTE's trophy design contest is intended to complement our nationally recognized awards program and winners. We are pleased to have the opportunity to present these awards that represent the designer's creativity and showcase the cutting-edge technology of CTE.

One design will be chosen and used for the (8) ACTE Excellence Awards.

Eligibility:

- The contest is open to all CTE programs. Students may be secondary, post-secondary, or adult CTE students. Entries may be individuals or classes.
- CTE programs are encouraged to collaborate in the design process and completion of entries and awards.
- Educators may advise students, but they should not take a significant role in the development of the designs.

Award Requirements:

- The award must be 3D and free-standing, with a flat-surfaced bottom (4"-6" in diameter). The trophy **MUST** incorporate the OkACTE logo. (The OkACTE logo can be found on the OkACTE website under the **OkACTE Awards Contest** page.)
- The design must be replicable to ensure uniformity.
- Awards can be created with any material that fits the design needs, must be durable, and of quality.
- Designs must be visually appealing, engaging, and creatively utilize 3D space.
- Designs must envision a model for a nationally recognized awards program
- The design must be printable and durable enough to withstand travel

Due to the uncertainty of classroom time, if award entry designs do not fit the criteria, the committee reserves the right to purchase awards for the 2024 Oklahoma Summit award recipients.

AWARDS CALENDAR

ACTE EXCELLENCE AWARDS

11/01/26 Awards Portal Opens

11/12/26 Awards Workshop, Location: Tulsa Tech, Riverside Campus

03/01/27 Awards Portal Closes for Nominations for Excellence Awards

04/01/27 Judging Ends at the Divisional Level for (This is an intermediate date for divisions to conduct interviews their candidates prior to moving on to state). All entries will be notified by awards committee or awards chair.

04/05/27 State judging of candidate portfolios begins

05/18-05-22/2027 Interviews will be conducted via Zoom; a video conferencing service

05/29/27 Judging Closes

OKACTE AWARDS

11/01/26 Awards Portal Opens for All EXCEPT Gold Star

05/01/27 Awards Portal Closes for All Nominations

05/18-05-22/2027 Awards Interviews

05/29/27 Judging Closes

There are five areas of focus to write an award-winning dossier:

- Read the instructions
- Read the scoring rubric
- Read the CTE High Quality Framework
- Write your rough draft early
- Prepare final draft, proofread, & share

Read the Guidelines

- Does the candidate meet eligibility requirements? Membership in ACTE? Please provide the membership number and ensure the candidate is in the correct division.
- Does the candidate have the monetary support of your administration to travel for the regional and national competitive levels?
- What makes you, your program, your project, your management style, your career, unique or at a higher level?
- Review the CTE High Quality Framework and how it is demonstrated in your area.
- Letter of Support – 1 letter and must be specifically for the award
- Photos should be a professional headshot (5x7, 300 dpi)
- Your biography is what will be read while you are on stage (no more than two paragraphs).

RUBRICS

Not only have the guidelines changed, but the rubrics have also changed. Ensure you read the rubric for the award and identify the two High-Quality Indicators you aim to address in your application and interview.

- Focus on the highest range and what is needed to achieve a score in that range.
- Pay attention to the criterion, noting that the interview is 60% of the overall score.

*** Read and implement the CTE High Quality Framework

You must become familiar with ACTE's Quality CTE Program of Study and Framework. The framework is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis. This voluntary tool can be used for program self-evaluation, program improvement, and to encourage collaboration between secondary and postsecondary education.

2018 ACTE Quality CTE Program of Study Framework



October 2018 | By: Catherine Imperatore and Alisha Hyslop

The 2018 ACTE quality framework is the latest step in ACTE's ongoing High-quality CTE Initiative—an initiative designed to answer the question "What is high-quality CTE?" During this project, we have identified a comprehensive, research-based quality CTE program of study framework and tested that framework through a recent pilot study. We are now developing resources to support use of the framework, and integrating the framework into our activities to recognize and disseminate best practices in CTE.

The framework is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis. This voluntary tool can be used for program self-evaluation, program improvement and to encourage secondary-postsecondary collaboration. The framework's 12 elements and 92 criteria are designed to be as mutually exclusive as possible. For example, professional development that supports success across all of the quality elements is addressed under "Prepared and Effective Program Staff," not in each individual element, so it is important to review the entire framework for additional criteria that might be relevant to an element in which you are particularly interested. You can find more details and tools online at www.acteonline.org/high-quality-CTE.

1. Standards-aligned and Integrated Curriculum

This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

a. The curriculum is based on industry-validated technical standards and competencies.
b. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
c. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
d. The program of study curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.
e. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
f. Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.
g. The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.

2. Sequencing and Articulation

This element addresses the key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning.

a. The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.
b. The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students' depth of knowledge and skills.
c. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
d. The program of study sequence leads to one or more recognized postsecondary credentials, including industry certifications, licenses, apprenticeship certificates, postsecondary certificates and degrees.
e. The program of study allows for multiple entry and exit points that incorporate recognized postsecondary credentials.
f. Students in the program of study have opportunities to earn credit that articulates to the next level of education, such as through dual or concurrent enrollment programs or stackable credentials.
g. Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.
h. The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.

3. Student Assessment

This element addresses the types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized postsecondary credentials.

a. Formative and summative assessments are integrated throughout the program of study to validate student learning gains, including both classroom/school-based and standardized, third-party assessments, as appropriate.
b. Assessments are aligned to program standards and curriculum and appropriate to students' current level of knowledge and skill attainment.
c. Assessments are valid, reliable and developed or chosen in accordance with relevant quality standards.
d. The program of study incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their knowledge and skills.
e. Assessments within the program of study provide objective information on student attainment of industry-validated technical knowledge and skills.
f. Assessments within the program of study provide objective information on student attainment of academic knowledge and skills.
g. Assessments within the program of study provide objective information on student attainment of employability knowledge and skills.
h. The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.

4. Prepared and Effective Program Staff

This element addresses the qualifications and professional development of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators and other personnel.

a. CTE staff supporting the program of study meet appropriate state, district and/or institution certification and licensing requirements.
b. CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.

c. CTE educators maintain relevant evidence-based pedagogical knowledge and skills.
d. CTE staff engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a high-quality program of study, as described in ACTE's *Quality CTE Program of Study Framework*, which might include pursuit of advanced educator certification.
e. CTE staff demonstrate leadership and commitment to the profession.
f. CTE administrators ensure that other program staff have the time, resources and supports to implement each element of a high-quality program of study, as described in ACTE's *Quality CTE Program of Study Framework.*
g. CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment and extended learning activities and to analyze data for program improvement.

5. Engaging Instruction

This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.

a. Program of study instruction is driven by relevant content area standards and learning objectives.
b. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the program of study.
c. Contextualized instruction results in students applying technical, academic and employability knowledge and skills within authentic scenarios.
d. Instruction emphasizes the connection between academic and technical knowledge and skills, including through cross-disciplinary collaboration.
e. Instruction incorporates relevant equipment, technology and materials to support learning.
f. Instruction is flexible, differentiated and personalized to meet the needs of a diverse student population.
g. Management of the educational environment builds a culture of learning and respect.

6. Access and Equity

This element addresses program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners).

a. The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.
b. Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.
c. Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.
d. Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
e. Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.
f. Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.
g. Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students, including special populations.

7. Facilities, Equipment, Technology and Materials

This element addresses the alignment, appropriateness and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

a. Facilities, equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.
b. Facilities, equipment, technology and materials support and align to curriculum standards and program objectives.
c. Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.
d. Students demonstrate safe and appropriate use and maintenance of facilities, equipment, technology and materials within the program of study.
e. Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials.
f. The program of study maximizes student access to relevant facilities, equipment, technology and materials through partnerships and flexible delivery models.

8. Business and Community Partnerships

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

a. Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.
b. Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.
c. The program of study has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership.
d. Partners ensure that the program of study meets current and future workforce demand and skill needs by:
   - identifying, validating and reviewing curriculum
   - identifying appropriate assessments and recognized postsecondary credentials
   - evaluating facilities, equipment, technology and materials to ensure consistency with industry standards
e. Partners support students' and teachers' extended learning by:
   - identifying, providing and evaluating work-based learning experiences for students
   - participating in CTSO activities; for example, by serving as mentors and judges
   - offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills
f. Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet program of study goals.
g. Partners support program of study sustainability by advocating for and promoting the program of study.
h. Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.

9. Student Career Development

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

a. Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.

b. Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.
c. Career development activities are aligned with relevant national, state and/or local standards.
d. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation and articulated credit.
e. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, financing, and their projected educational, employment and earnings outcomes.
f. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.
g. Students in the program of study have access to job search information and placement services as they near completion of the program of study.
h. Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.

10. Career and Technical Student Organizations (CTSOs)

This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

a. The organization is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study.
b. The organization is aligned with relevant national, state and/or local standards.
c. Organization activities develop and reinforce relevant technical, academic and employability knowledge and skills.
d. The organization provides opportunities for students to interact with business professionals.
e. The organization provides opportunities for students to participate in relevant competitive events.
f. The organization provides opportunities for students to participate in relevant community and school service activities.
g. The organization provides opportunities for students to participate in leadership development activities.
h. The organization is supervised by CTE staff with clearly defined roles.

11. Work-based Learning

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

a. A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.
b. Work-based learning experiences are aligned with relevant national, state and/or local standards.
c. Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.
d. Work-based learning experiences are intentionally aligned with each student's education and career goals.

e. Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals.
f. Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).
g. Work-based learning experiences comply with relevant federal, state and local laws and regulations.
h. Work-based learning experiences are supervised by CTE staff with clearly defined roles.
i. Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.

12. Data and Program Improvement

This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

a. All stakeholders understand why data are collected, how they will be used and their value in supporting student success.
b. Processes and supports are in place in the program of study to ensure the timely and accurate collection and submission of valid and reliable data for required reporting.
c. In addition to data required for reporting, data aligned with program of study goals and the elements of ACTE's *Quality CTE Program of Study Framework* are collected to aid in program improvement.
d. Labor market information is used to inform program of study decision-making and support program improvement.
e. Privacy and security protections that adhere to all federal, state and local privacy laws are in place for data collection, storage, analysis and reporting.
f. Educators have access to relevant, valid and reliable aggregate data on all students participating in the program of study.
g. Educators have access to relevant, valid and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among subpopulations and with the general student population and the identification of equity gaps.
h. Data is shared in an easy-to-understand format with students, parents/guardians (as appropriate), partners and the public.
i. There is a formal process in place for the systematic and continuous use of data, including student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.

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Example of an award-winning answer:

How has the candidate contributed to implementing high-quality CTE programs that ensure student success?

Student success is ensured in many ways in my program. The most significant being the influence of my advisory board on my curriculum. A recent change, following consultation with my advisory board, has been to get students into their desired software earlier. Students determine the order in which they want to learn the curriculum, based on their interests. This keeps students engaged, and it has, and will continue to lower the drop rate in my class. Student assessment is done through a project-based curriculum, where students demonstrate their creativity within a set of defined conditions. This is precisely what they will be doing in industry and is preparing them for the workforce. Standards/Competencies are aligned to each course, and these courses prepare the students for Adobe Certified Associate certifications in 3 programs. I look for improvement on practice exams before allowing students to take the certification exam. I utilize engaging instructional strategies in this curriculum, personalizing the student learning tracks. I also work within our division at the state department to update standards for our coursework. All of my students are members of our student professional organization, BPA. I integrate BPA into my coursework, and the students compete at the state and national levels. I believe in the power of a CTSO. When students become active in BPA, their confidence grows, and it provides them with topics to discuss in an interview. The experience of CTSO activities is invaluable.

I have had students competing for over 10 years, have taken students to State contests each year, and have had students qualify for Nationals every year since 2007. I work with OCCC and OSU-OKC to ensure my curriculum prepares students for further education. I am on OCCC's Digital Media & Design advisory board. OCCC will work with students to determine a course path, based on what they have learned with me, and OSU-OKC will accept the 3 certifications as coursework. I'm also working with UCO to achieve the same benefit. Students are well prepared for the workforce. My goal is to have the students prepared for whatever they choose as their next step.
My CTE program of study's curriculum, instruction, materials, and assessments are free from bias, inclusive and nondiscriminatory. I work to eliminate barriers, to extend learning opportunities, and have an up-to-date facility with relevant equipment recommended by my advisory board. One way I am eliminating barriers and ensuring students' success is by offering a flexible schedule. I wrote a pilot and was 1 of 3 programs approved to offer students with a Flexible Delivery option. Our district is watching my pilot to determine if this is something we should implement on a larger scale. I meet state, district, and institution certification requirements. This is my 13th year of teaching, and I hold an Oklahoma Standard Teaching Certification with a CareerTech Endorsement. I also have Secondary Principal Certification. My education includes a Bachelor of Science in Business Education and a Master of Education Administration.

Enjoy the Process – You've earned it!