# **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**: Wexford-Missaukee Early College – Computers Networking & Electronics Technology
2. **Point of Contact**  
    Name: Dave Cox

Email Address: dcox@wmisd.org

Phone Number: 231-876-2207  
Address: 9901 E. 13th Street, Cadillac, MI 49601

1. **Applicant’s School/College**: Wexford-Missaukee Career Technical Center
2. **State**: Michigan
3. **Type of institution (click the box to check)**

☒ Area technical center

☐ Career academy

☐ Comprehensive high school

☐ Community college

☐ Technical college

1. **Career Cluster in which your program of study should be considered (Follow this link for a further explanation of each Career Cluster** [**careertech.org/career-clusters**](http://careertech.org/career-clusters)**) (Select only ONE):**

☐ Agriculture, Food & Natural Resources Career Cluster

☐ Architecture & Construction Career Cluster

☐ Arts, A/V Technology & Communications Career Cluster

☐ Business Management & Administration Career Cluster

☐ Education & Training Career Cluster

☐ Finance Career Cluster

☐ Government & Public Administration Career Cluster

☐ Health Sciences Career Cluster

☐ Hospitality & Tourism Career Cluster

☐ Human Services Career Cluster

☒ Information Technology Career Cluster

☐ Law, Public Safety, Corrections & Security Career Cluster

☐ Manufacturing Career Cluster

☐ Marketing Career Cluster

☐ Science, Technology, Engineering & Mathematics Career Cluster

☐ Transportation, Distribution & Logistics Career Cluster

1. **In three sentences or less, describe your program of study, including the secondary and postsecondary components and how long the program of study has been in place.**

The Wexford-Missaukee Early College (WMEC) represents a partnership between the Wexford-Missaukee Career Technical Center (WMCTC) and Baker College of Cadillac (BC), which allows students to earn up to an Associate’s Degree or Certificate in the outlined pathways. Students participate in an integrated sequence of high school and college courses during grades 11-13 with no out of pocket cost to students and their families for tuition, books and fees during the 3-year program. The WMEC was established in 2013 and graduated its first cohort in 2016.

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**

The Wexford-Missaukee Early College serves all 7 high schools located within our 2 county radius and serves 3 partner high schools from 2 additional counties. In 2014, the Center on Education and the Workforce at Georgetown University reported that 43.3% of Michigan residents had a quality postsecondary credential. The overall attainment percentage rate of adults with at least an associate degree, as reported by the U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates falls to 28.58% and 24.37% for Wexford and Missaukee counties, respectively. The WMEC plays a role in creating both economically and socially responsible citizens that are able to gain life sustaining wages in our community, thus increasing the number of credentialed citizens in our counties and the state as a whole.

**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)**

**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.)**

The data shared below starts with the first school year that we had students graduate from WMEC, June 2016. The Upper graph shows students enrolled in the junior and senior year of the program during that academic year and the Lower graph shows the students who were enrolled in the 13th year at Baker College during that same academic year. As we look to graduate students in June of 2018 some of the data points for that cohort are TBD.

|  |  |  |  |
| --- | --- | --- | --- |
| SCHOOL YEAR | 2015-16 | 2016-17 | 2017-18 |
| **SECSecondary Level Data - Junior and Senior Year StudentsNDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** | 18 | 23 | 33 |
| % male students | 83% | 87% | 72% |
| % female students | 17% | 13% | 18% |
| % minority students | 0% | 13% | 10% |
| % low-income students | 65% | 48% | 42% |
| % students with disabilities | 0% | 8% | 18% |
| % English language learners | 0% | 0% | 0% |
| First Generation College Student | 61% | 52% | 40% |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 100% | 100% | 100% |
| % of students who earned an industry-recognized credential | 100% | 100% | 100% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 83% | 91% | TBD% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 17% | 9% | TBD% |
| **POSTPPost-Secondary Level Data - 13th Year StudentsSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** | 6 | 6 | 8 |
| % male students | 100% | 100% | 75% |
| % female students | 0% | 0% | 25% |
| % minority students | 0% | 0% | 0% |
| % low-income students | 100% | 66% | 75% |
| % students with disabilities | 0% | 0% | 0% |
| % English language learners | 0% | 0% | 0% |
| First Generation College Student | 33% | 66% | 75% |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible) | 100% | 100% | TBD% |
| % of students who earned an industry-recognized credential (who were eligible) | 100% | 100% | 100% |
| % of graduates who entered the workplace and/or military (who were eligible) | 50% | 77% | 0% |
| % of graduates who transitioned to further postsecondary education (who were eligible) | 50% | 33% | TBD |

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 publicly linked data provides a summary of all WMEC program of studies. For the purpose of this application data for the Computer Networking & Electronics Technology program was pulled out.

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

The WMEC works to recruit and retain all student populations. As a testament, our inaugural graduating class included a female, special education, welding student.   
The WMEC intentionally seeks students who would otherwise not consider post-secondary education. There are no enrollments caps based on high school or program of study. The eligibility criteria, including minimum test scores and grade point average, are such that not only “high-fliers” are eligible to apply.

Additionally, minimum entrance criteria can be waived for students who present a strong letter of recommendation from as high school counselor communicating that hands on learning, CTE specifically, is the opportunity this student has been waiting for to final feel success in an academic environment.

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

All the course-work for the program of study in the junior and senior year takes at the Wexford-Missaukee Career Technical Center during the course of the student’s regular time of attendance. During the 13th year students are able to access local high school bus runs to and from the Baker College of Cadillac campus. All students have the option to borrow a Chromebook for the duration of the program.

Our College and Career Readiness Curriculum (CCR) seminars utilize experiential learning whenever possible. The more WMEC student experiences replicate real college experiences, the more likely our students will find success on the BC campus. To that end, CCR seminars are hosted in Blackboard, the online student learning platform used in all BC courses. Students build key postsecondary knowledge through this real ‘College Readiness’ experience. During the final term of the 3rd year, students are required to complete an internship within their field and under the direct supervision of a Career Advisor who monitors and supports this critical ‘Career Readiness’ experience.

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)**  
     
   Recruitment strategies focus primarily on providing information to students. The WMEC recruits students via an annual open house, informational presentations to students in 10th grade, and guided tours for students in the 8th and 10th grade. Informational brochures are mailed to students in the 8th, 9th and 10th grade. Guidance Counselors at the local high schools also recruit students for the WMEC during the next year scheduling process.

However, effective recruitment practices must include parents, local school officials, BC staff, and local media. For example, we use REMIND for students, email and mailings for parents, face to face presentation with local schools. Retainment is accomplished through our scaffolded approach to CCR and the academic curriculum. All these efforts are reinforced by constant face-to face advising sessions with the Early College Coordinator.

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 limi**t)

Our Computers, Networking, and Electronics Technology program is actively involved in SkillsUSA by preparing and participating in regional, state, and sometimes national competitions. SkillsUSA help students develop leadership, decision-making, and communication skills. These soft skills are essential for the overall student success.

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)**

Student advising is at the heart of the WMEC. The WMEC has a full-time coordinator who works with the Early College students exclusively to ensure their success. Students begin the WMEC with a semester long seminar course, taught by the Early College Coordinator, that must be successfully completed before students can move on to postsecondary coursework. The seminar course continues throughout the Early College experience and strategically prepares students for the escalating difficulty and helps them meet the WMEC Milestones.

Each student is placed on a post-secondary program of study that maps out the courses required for degree completion. Emphasis is placed on delivering the hands on coursework early in the program to enhance student interest and commitment. Students also complete a locally developed MDE approved College and Career Readiness initiative that prepares students for the transition to postsecondary and the workforce.

Our postsecondary partner also has an Early College Liaison who works with the students to manage course enrollments. All of the courses offered during the junior and senior years (CCR seminars, CTE program- specific courses, and general education courses) are taught by full-time WMCTC staff with adjunct status at BC. This further builds on CCR as our students are taken through the curriculum by WMCTC staff members, who are familiar to the students and provide the additional support, encouragement, and reassurance most students need during their first college level courses. This delivery method models the type of relationship and interaction that the student should have with future instructors while creating confidence and independence.

# **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)**

College and Career Readiness (CCR) is the foundation of the WMEC. Our success stems from our ability to prepare students for college level coursework and a high demand career during the 3-year program. Students attend a series of CCR seminars that are intentionally designed to reinforce *key cognitive strategies, content knowledge, self-management skills, and postsecondary knowledge* at crucial milestones throughout the program. The junior year seminars address topics such as ‘College Readiness’ and ‘Procrastination’ through exercises designed to help students see themselves as college students and to reinforce strategies for the critical self-management skills. Initial ‘Career Readiness’ activities have juniors preparing resumes with the support of our full-time English instructor and participating in one-on-one mock interviews with local human resources professionals.

The program of study for all WMEC pathways is developed based on input from local business and industry and with the support of our Post-Secondary Partner, Baker College of Cadillac. The process begins with the review of the secondary CTE program standards and the post-secondary student learning outcomes for alignment. In areas where alignment is strong a program of study is developed that schedules post-secondary courses into the junior and senior year that cover not only the post-secondary student learning outcomes but the secondary program standards as well. The remaining courses required for the degree are scheduled into the 13th year and taken on the college campus, including the required work experience that places the study in an industry specific employment opportunity that includes coaching in job skills and soft skills. The academic rigor increases throughout the program as students own academic skills and post-secondary awareness also increase.

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

The sequencing of technical, academic and employability standards is a critical component of ‘College Readiness’ by building upon key cognitive strategies each semester. During one of the first CCR seminars of the junior year, students focus on mastering Blackboard, the online student learning platform for BC. This knowledge has helped every student pass PSY 101, the first general education postsecondary course taken during their second semester. Seniors are also building key content knowledge by completing both ENG 101 and ENG 102.

‘Career Readiness’ systematically builds as senior students use their experience from one-on-one mock interviews to prepare for an interactive question and answer panel with local human resource professionals. The CCR seminar at this time focuses on networking, further escalating those experiences and preparing students for our Annual Career Expo hosted by our Chamber of Commerce.

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| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | Secondary – State CTE program standards  Post-Secondary – Student Learning Outcomes |
| Career Cluster or Technical Standards | Secondary – State CTE program standards  Post-Secondary – Student Learning Outcomes |
| Employability Standards | Local – MDE approved College and Career Readiness Curriculum |
| Other | Local – MDE approved College and Career Readiness Curriculum |

# **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.**

Please see attached program of study.

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

During the junior year and senior year, WMEC students are on the WMCTC campus and all coursework is delivered via WMCTC staff with Baker College adjunct status. During the junior year, students complete four postsecondary courses specific to their degree via direct credit and/or articulation and one general education course, PSY 1110, via direct credit. As a senior, students complete four degree specific courses, e.g. Advanced Welding, and two general education courses, ENG 1010 and ENG 1020 via direct credit. The general education courses in the junior and senior year can be count for high school credit at the local school.

In the final 13th year, the students complete the remaining courses as dual enrollment students on the BC campus. The students participate in CCR Seminar sessions throughout the three-year program, which are hosted by both sites depending on content. Again, by the time students begin the final year of the program on the Baker College campus they have the skills to be a successful college student.

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)**

The program of study successfully delivers Associate’s Degree to high school students in a three-year program, because all types of post-secondary credit are used throughout the program of study. During the junior year students earn articulated credit from our post-secondary partner in industry specific coursework through established statewide articulation agreements. The use of articulation agreements in the junior year is important because it affords the WMEC the ability to offer postsecondary credit but also allows the student to prove themselves before as larger more substantial investment is made in them during the senior year via direct credit and dual enrollment.

Students use concurrent enrollment to earn post-secondary coursework on the WMCTC campus that can be taught by our own instructors who act as adjunct faculty for Baker College. Students also travel to Baker College to take dual enrollment coursework that is taught on the Baker College Campus by Baker College faculty.

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.**

In addition to the comprehensive community support of the program, the WMEC is supported by all the local school districts in our service area and three additional out-of-service area schools that wanted to provide this opportunity to the students in their community. The superintendents from each school was in attendance at the graduation of our first cohort and wholeheartedly support and applaud the creation of viable postsecondary pathways, within our community, that lead to employment.

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| **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?** |
| Baker College of Cadillac | Baker College of Cadillac is our post-secondary partner and provides all the post-secondary coursework for our students at reduced tuition rates. | The partnership with the WMEC has been active since the 2012, however Baker partnered with the WMCTC for numerous courses since 2009 |
| Local High Schools within WMISD | All 7 local high schools within our ISD have signed on to the Memorandum of Understanding supporting the enrollment of students in the WMEC and pay tuition costs for their students in the 13th year. | The partnership with the WMEC has been active since the 2012, however our local school have sent student to the WMCTC since the early 1970’s. |
| Partner High Schools outside WMISD | The WMCTC currently enrolls students from 5 partner high school who lack adequate or accessible CTE option in their own geographic area. Three of the partner high school allow student to participate in the WMEC and pay all tuition costs for all year in the program. | Enrollment from students in partner high school is relatively new. We added the first school 3 years ago and schools continue to seek us out as an option for their students. |

# **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)**

Community partnerships have made a large impact on the pathways established in the WMEC. Our staff meets regularly with the Cadillac Area Manufacturers Association (CAMA) and the Cadillac Area Human Resources Association (CAHRA) to remain well informed of local employment trends and strives to create pathways to address those trends. We currently partner with MiWorks! and share a Work-Based Learning Coordinator who reinforces the bridge between education and employer communities to further identify real-time employment needs in our community and communicate those priorities.

Employment demands are another focal point of the WMEC. The WMEC only maps a program of study for Career and Technical Education (CTE) programs that have been identified among the highest five career cluster rankings in our prosperity region as identified by the Michigan Talent Investment Agency in the Department of Talent and Economic Development along with the Michigan Department of Education. This intentionality has enabled all WMEC student who complete the program to find employment, in their degree field, within our local community. Maintaining communication within the employer community and a presence on community level boards creates a pathway to success for all involved. Students are able to access high wage positions, the WMEC is able to establish high demand pathways, and employers are able to hire highly skilled employees. This structured relationship has led to a 100% employment rate for the graduates of our first cohort. Currently Information Technology is identified as a top career cluster in all regions throughout the state of Michigan.

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)**

Local employers play a direct role in the experience of every WMEC student. Our post-secondary partner, Baker College, has a Career focus and requires that, during the 13th year the program of study, all students participate in a 16-week work-based learning internship experience in their field of study. Students complete a series of tasks with the support of their employer and BC Internship Coordinators designed to establish career readiness and desirable soft skills. In our first cohort over 80% of the internship placement came directly from relationships with local employers who currently serve on advisory committees for our WMEC programs.

The WMCTC, through a partnership with MiWorks, has a full-time work based learning coordinator on staff and located on site to assist all student with job shadow and co-operative learning experiences. Many students find their 13th year internship placement with a business or industry in which they have completed a job shadow or co-operative learning position during the junior and senior.

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** |
| AAS Degree – Computer Networking | 15 college credits |
| C++ Certification | MEMCA Certificate |

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)**

All WMEC instructors are required to meet the qualifications set forth by the State of Michigan Department of Education for CTE instructors, but they must also meet the qualifications of an adjunct status college instructor for Baker College of Cadillac as outlined by their Board of Trustees and the Higher Learning Commission. To assist in meeting those qualifications all staff are frequently in attendance at CTE state conferences and industry specific professional development.

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.**

The WMEC is fortunate to have a recognizable presence in our community and the support of high level, cross-sector leaders who further promote the outstanding outcomes of the WMEC program. The guidance of this team, comprised of directors from the Chamber of Commerce, United Way, Community Foundation, MiWorks, and school officials, helped to create and shape the WMEC into what it is today. The WMEC is part of a larger, community-wide strategy to produce socially and economically responsible citizens that can fill high demand careers, receive high wage compensation, all while utilizing the high skill trades they received in our program.

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| **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?** |
| MiWorks | We have a Co-Operative Education Coordinator on staff and housed in our building who works with students to establish job shadow and co-op job experiences during their junior and senior year. | The Co-Operative Education Coordinator joined the WMCTC staff in the 2013-2014 school year. |
| Talent Investment Agency | The Talent Investment Agency provides industry specific information and data to assist in the development of new WMEC pathways. | The Talent Investment Agency has had a presence in the development of CTC pathways and advisory boards since the inception of our center. |
| Cadillac Area YMCA/Cadillac Area United Way | The YMCA and United Way are partnerships that promote healthy lifestyles and positive choices that go hand-in-hand with the WMEC mission of identifying students who would not otherwise pursue postsecondary education. | These organizations have been partners of the WMEC since 2012, during the establishment of a community wide panel focusing on improving our community.. |

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)**

The outstanding outcomes of the WMEC are summarized by the percentage of students who complete the program with an associate degree. In the inaugural graduating class of 2016, the WMEC had an overall 60% completion rate. Meaning that 60% of the students who started the Early College program during their junior year finished at the end of the 13th year with an Associate Degree. This percentage greatly exceeds and the State of Michigan at 43.3%. We had a 54% completion rate for our 2017 cohort.

The WMEC also stands apart from other Early College programs because pathways are established in areas where completion of an Associate Degree is attainable within the three-year Early College program. This intentional design resulted in a 60% attainment rate for our first cohort of students, not just an accumulation of college credits. Our program provides a supported experience from beginning to end and results in socially and economically responsible citizens with gainful employment in our communities.

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)**

The launch of our Early College program coincided with the statewide surge in Early Middle College participation, which resulted in the formation of many groups looking to form collectives for the purpose of sharing best practices. The WMEC has a presence within many of these groups and values the insight both shared and received through that participation. The WMEC participates in a Regional Consortium of CTE based Early College programs that reaches across the west side of the State and meets in Allegan County and also participates in a collective of secondary schools who partner with Baker College.

The WMEC is a member of MiCEP, the Michigan Chapter of Concurrent Enrollment Partnerships, and most importantly, MEMCA. Our ability to participate in the knowledge base of these organizations and receive technical assistance from other members reinforces our exemplary commitment to continuous improvement and establishment of policies aligned with State of Michigan guidelines.

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| --- | --- | --- |
| **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?** |
| MEMCA | MEMCA provides relevant and up to date information on legislation and other topics related to Early College programs. | The WMEC has been a partner of MEMCA since 2012. |
| Regional EC Consortium | The Regional EC Consortium provides a ongoing discussion of relevant topics and questions to promote the continuous improvement of Early College programs in the State of Michigan. | The WMEC has been a partner of MEMCA since 2012. Like minded programs looking for internal supports and best practices. |
|  |  |  |

# **SUBMIT YOUR APPLICATION**

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

**THANK YOU!**

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

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

We look forward to learning more about your program!

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