# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the sixth annual Excellence in Action awards, through which we recognize and honor superior Career Technical Education (CTE) programs of study from across the nation.   
  
**CRITERIA FOR JUDGING**

Selected programs will exemplify excellence in:

* Implementing Career Cluster®-based [programs of study](https://careertech.org/programs-study);
* Maintaining effective employer and business partnerships;
* Demonstrating alignment to rigorous and relevant college- and career-ready expectations;
* Demonstrating a clear progression of knowledge and skills and learner transitions across secondary and postsecondary systems;
* Integrating successful career guidance and advisement;
* Integrating high-quality work-based learning experiences;
* Highlighting alignment to workforce and employer needs in the community;
* Providing concrete data on the program of study’s impact on learner achievement, success at both the secondary and postsecondary levels and meeting the needs of underserved populations; and
* Delivering high-quality and effective instruction.

**ELIGIBILITY**

* This award is open to any public secondary or postsecondary schools or colleges in the United States. Your school or institution may submit one application per [Career Cluster](http://careertech.org/career-clusters);
* The program of study must have at least one full graduating class;
* Your program must be eligible to receive funding from the Carl D. Perkins Career and Technical Education Act;
* Applications that do not include data to demonstrate positive impact on learner achievement will not be eligible for consideration.
* If your program has received in an Excellence in Action award from Advance CTE in the past, you may not apply for that same Career Cluster. However, your school or institution may apply in a different Career Cluster.

**AWARD SUBMISSION REQUIREMENTS**

Complete applications will contain the following:

* A completed application including supplemental materials by the application deadline of **November 21, 2018 at 5 p.m. ET.**
* At least one letter of support from an employer or business partner supporting the program of study; and
* At least one additional letter of support from a partner (education, community or business) of your choosing.
* *Optional:* Supplemental materials including photos, videos, news articles, etc., are welcome but not required.

The application must be submitted using [this form](https://careertech.org/2019-excellence-action-application). The application must be submitted in a Microsoft Word format. Supplemental materials, including the letters of recommendation, must be combined and submitted as **one** PDF document.

*Please note:*

* Submissions should **not** include any personally identifiable learner data.
* The application does not have a page limit, however, many questions do have a word limit. Please do not submit responses that go beyond this limit. Also, submissions that do not contain all the required materials (a completed application, two letters of support and supplemental materials in the correct formats) will not be advanced for consideration.

**WINNERS WILL RECEIVE**

* A banner to hang in their school or institution;
* A digital banner to use in email and print materials as they so choose;
* Travel and one hotel room for one night in Washington, DC for a representative to be recognized at an awards ceremony to be held the week of April 8-10, 2019 at the Advance CTE Spring Meeting; and
* Discounted rate to the Advance CTE Spring Meeting

**WINNERS WILL ALSO BE FEATURED IN**

* A national press release, which will be distributed to national media.
* A winner-specific press release to distribute to local media;
* A standalone one-pager;
* A standalone blog on the [Learning that Works blog](http://blog.careertech.org/);
* Representation on the Advance CTE [website](http://www.careertech.org).
* Many past winners have been featured in national conferences, in briefs and reports, on webinars and in the media.

**HOW TO APPLY**

* Fill out the following application.
* Once you have finished, complete [this form](https://careertech.org/2019-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

# **BACKGROUND INFORMATION**

1. Program of study name: Plant Science
2. Point of Contact  
    Name: Jamie Propson

Email Address: [jpropson@mishicot.k12.wi.us](mailto:jpropson@mishicot.k12.wi.us)

Phone Number: 920-755-3300   
Address: 660 Washington Street, Mishicot, WI 54228

1. Applicant’s School/College: Mishicot High School
2. State: Wisconsin
3. Type of institution (click the box to check)

☐ Area technical center

☐ Career academy

X Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

|  |
| --- |
|  |

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

X 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 Mishicot High School Agriscience Horticulture program of study has been revitalized over the last five years to expand the business and technical skills taught to students. This has been accomplished through partnerships with over thirty local horticulture businesses, two local technical colleges, course sequencing with science and NGSS standards, 100% participation in academic and career planning and local technical skills assessments to align with industry data from our advisory council.

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

X Rural

☐ Other

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

The Horticulture program of study at Mishicot High School was developed through strong business partnerships and community involvement. What started with informal discussion and community engagement has developed into a formal pathway guided by an advisory council and an over 200 member FFA Alumni organization to support the agriscience program as a whole and the horticulture program of study. Continual networking with employers via job shadows, mock interviews, tours, conferencing and student employment ensures our program is meeting the needs of learners and industry.

As a district we maintain a 25% free and/or reduced lunch rate. As a rural farming community it is the belief that this percentage is most likely higher yet our families are too proud to seek the financial assistance. Through our Horticulture program of study our students and staff gain an appreciation for the level of families in need in our district by holding food drives, holiday meal preparation/donation and donation of fresh fruit and vegetables to our families and school cafeteria.

Our program is transcripted with Fox Valley Technical College for three credits allowing learners to start their post-secondary education on our campus for free while still in high school. Our instructors attend rigorous training and work hand in hand with technical college instructors to ensure we are teaching the Wisconsin Technical College Board standards. 100% of program concentrators will tour a minimum of three technical colleges, two with pathway related programs and two four year institutions, one with pathway related programs to help them explore their post-secondary options. In our rural setting 80% of our high school seniors come from families in which they are first generation college students. These families often have limited knowledge regarding post-secondary planning which is why we ensure students receive that support in our district with emphasis on our CTE areas. In addition, our use of career and technical student organizations such as FFA allow students preparation in leadership, communication, responsibility, self-direction and collaboration. Within the horticulture program of study we offer a student run business, personal student projects (SAE’s or supervised agricultural experiences), career development events, and workshops to enhance student experiences preparing them for post-secondary work and education opportunities. Our educators work as a team with the community and other educators to ensure we are meeting not only academic but career readiness skills guided by industry. In 2017 we had the highest ACT in the lakeshore area of Wisconsin with a 21.1 coupled with 100% of our students having a post-secondary academic and career plan. Our program of study offered students the opportunity for 27 college credits while still in high school within pathway with a total of 131 college credits offered at the high school level. 89% of our 2017 graduates completed 12 or more credits while at high school. In addition, we continually expand our community networks including a recent partnership (first in the state) with WUMFA, Wisconsin and Upper Michigan Florist Associations.

# 

# **LEARNER POPULATION & DATA**

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

Our program of study data is at our secondary institution, Mishicot High School. We collect data of our current students as well as former graduates. The data in the charts below is based on graduates for that year and then concentrators (three or more agriscience courses in the horticulture pathway along with a work based learning placement). This data showcases post-secondary plans while our current populous of the graduating class of 2018 was 67 students, 17 of which are horticulture concentrators, or 25% of students.

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

**When completing the data section, please only use percentages and include data that is from your program of study. Additionally, only include data where learners are eligible to participate (e.g., only seniors in high school will be eligible for the section asking for percent of seniors who graduated high school, so only seniors should be included in that data; if your work-based learning only occurs within a specific grade level, only include them in your data for that category.)**

|  |  |  |  |
| --- | --- | --- | --- |
| SCHOOL YEAR | 2015-16 | 2016-17 | 2017-18 |
| **SECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution? I am adding seniors – do we do all?** | 260 | 238 | 233 |
| What is the total number of minority learners served by your school/institution? | 12 | 11 | 11 |
| What is the total number of low-income learners served by your school/institution? | 56 | 44 | 49 |
| What is the total number of learners with disabilities served by your school/institution? | 41 | 27 | 27 |
| What is the total number of English language learners served by your school/institution? | 1 | 0 | 1 |
| **What is the total number of learners served by your program of study?** |  |  |  |
| % male learners in program of study | 59% | 42% | 49% |
| % female learners in program of study | 41 | 58% | 61% |
| % minority learners program of study | 0% | 0% | 0% |
| % low-income learners program of study | 6522% | 3224% | 425% |
| % learners with disabilities program of study | 16% | 21% | 14% |
| % English language learners program of study | 0% | 0% | 1% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 100% | 100% | 100% |
| % of learners in program of study who earned an industry-recognized credential | 7% | 10% | 11% |
| % of learners in program of study who participated in work-based learning | 100% | 100% | 100% |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | 78% | 73% | 88% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 22% | 27% | 12% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** |  |  |  |
| What is the total number of minority learners served by your school/institution? |  |  |  |
| What is the total number of low-income learners served by your school/institution? |  |  |  |
| What is the total number of learners with disabilities served by your school/institution? |  |  |  |
| What is the total number of English language learners served by your school/institution? |  |  |  |
| **Total number of learners served by your program of study** |  |  |  |
| % male learners in program of study | % | % | % |
| % female learners in program of study | % | % | % |
| % minority learners in program of study | % | % | % |
| % low-income learners in program of study | % | % | % |
| % learners with disabilities in program of study | % | % | % |
| % English language learners in program of study | % | % | % |
| **Other relevant *demographic* data from your program of study** |  |  |  |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible) | % | % | % |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | % | % | % |
| % of graduates in program of study who transitioned to further postsecondary education (who were eligible) |  |  |  |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data. If you are missing any data, please explain why and how you measure success.

The data noted above is a combination of WISE-dash the Wisconsin Information System for Education data which is publically available as well as internal collected via out district career and academic planning process as well as post-secondary follow up surveys that our district completes yearly and analyzes to better serve our learner populous.

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

Our high school ensures equitable access for learners by ensuring that 100% of students have an academic career plan and are exposed to a variety of CTE pathways. 100% of students choose courses through one on one academic counseling with their advisor coupled with additional administrative counseling at the 5th, 8th, 10th and 12th grade levels. With 80% of high school seniors being first generation college students we ensure that our CTE and district post-secondary preparation programs compensate for a lack of knowledge due to varied socio-economic and prior experience levels.

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

Using hands on and inquiry based education allows all learners to find success. For example we use a response to intervention (RtI) format to reach all students and provide intervention early on. As educators we ask ourselves four guiding questions to make choices to reach learners:

How do we know if learners are successful?

How do we help when they are not successful?

How can we help struggling learners?

How can we help advanced learners?   
With these questions we are able to add supports such as after-school and during school tutoring, retakes, work based learning placements, mentors, and online advanced curriculum. For example in the horticulture pathway we have partnered with iCEV an online technology software to create custom classes to challenge our accelerated students and provide them additional experiences to prepare for post-secondary instruction.

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

Our program is associated with the National FFA Organization, a chapter which has been a leader in the state and nation. Students can participate in over 160 different FFA events including: horticultural tours, trade shows, employment opportunities, supervised agricultural experiences, career development events, competition and workshops.

1. Describe how career guidance/advisement is integrated into your program of study to support learners’ completion of the program of study and entry into additional education/training and/or a successful career. Describe how you recruit students into CTE programs. Where applicable, describe the tools (individual career and academic plans, career exploration websites, etc.) that are provided to learners and how they are used. (200 word limit)

Mishicot High School is a leader in the state of Wisconsin in the area of Academic and Career Planning(ACP). Beginning in 5th grade school counselors meet individually with students and their parent(s) to discuss academic interests and goals. Also in 5th grade students begin to explore how their interests tie to careers. Students involved in Agriculture Club while in elementary school have an advantage in these meetings as they have already been exposed to career related activities and projects. Once in middle school students begin using Career Cruising, a career exploration website allowing them to learn about career clusters, pathways and specific careers. Throughout their ACP journey, Mishicot Middle School students have the opportunity to learn about FFA and Agriscience courses available in both middle and high school. High School provides opportunities for students to focus their studies in more targeted areas of interest, including horticulture. Throughout 8th and 10th grade student/parent meetings with school counselors share information about specific programs of study and how they connect to one another. Our FFA Chapters active involvement and leadership potential also acts as a great word of mouth way to recruit more students when they learn about additional scholarships, workshops, community service and training available for students in FFA.

1. Which technical, academic and/or employability standards does your program of study incorporate at the secondary and/or postsecondary level and how? (Please list the standards you use and be specific regarding how your program uses industry, national, state and/or locally-developed standards) (250 word limit) - I am not sure exactly what this is asking or how to answer - would we list specific standards or a band or a content area?

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | Our horticulture courses are cross-walked with the Next Generation Science Standards (NGSS) to be taught for science credit. In addition, we encompass career readiness literacy standards within our curriculum for content reading and writing.  [NGSS Standards Link](https://dpi.wi.gov/sites/default/files/imce/science/science-standards-v1-7-12-17.pdf)  [Literacy Standards Link](https://dpi.wi.gov/sites/default/files/imce/cte/pdf/Ag_Section_V.pdf) |
| Career Cluster or Technical Standards | Being an agriscience pathway our career cluster (horticulture) follows the Wisconsin Standards for Agriculture, Food and Natural Resources (AFNR) as well as the National AFRN standards.  [State Standards Link](https://dpi.wi.gov/sites/default/files/imce/cte/pdf/Ag_Section_IV.pdf)  [National Standards Link](https://ffa.app.box.com/s/n6jfkamfof0spttqjvhddzolyevpo3qn) |
| Employability Standards | We utilize all Wisconsin Common Career and Technical Standards to add career and workplace readiness into our curriculum - [Link to Standards](https://dpi.wi.gov/sites/default/files/imce/cte/pdf/Ag_Section_III.pdf) |
| Other | [Wisconsin Work Based Learning Standards](https://dpi.wi.gov/sites/default/files/imce/cte/pdf/bitwblguide.pdf) – used as a guide with Ag-Coop and Supervised Agricultural Experience |

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

**Please** fill out the chart below, and describe your program of study’s course sequence by grade level, including the relevant or required academic and technical courses, as well as other required activities.   
  
**Make sure to highlight the course sequence that bridges secondary and postsecondary education.** Explain how your program of study ensures learners gain the broader Career Cluster-level knowledge/skills and, over time, gain the more specific occupation-level knowledge/skills as they progress through the program of study. You can also include graphics or [plans of study](https://cte.careertech.org/sites/default/files/PlanPathways-CareerCluster-AG-AgribusinessSystem.pdf) of the course sequence in lieu of filling out the chart below. Can you do this?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **9** | English 9 | Algebra | Earth Science | World History or AP World History | Fit Freshmen | Intro to Agriscience |
| **10** | English 10 | Geometry | Biology | US History or AP US History | Physical Education | Intro to Soil Science |
| **11** | English 11 | Algebra II | Chemistry | US History II and Government | Physical Education | Landscape and Design  Youth Apprenticeship |
| **12** | Written Comm or Honors English |  | Intro to Horticulture | Financial Literacy |  | Ag Co-op  Youth Apprenticeship |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

By working with the Wisconsin Department of Instruction we are able to pair science academic standards and next generation science standards with our horticulture course using a cross-walk matrix that meets state and national requirements to ensure science and core academic curriculum is being taught in our horticulture and CTE curriculum. For example students in introduction to horticulture dissect flowers to learn about cell structure and form while reviewing their life science biology knowledge and meeting NGSS standards.

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

Mishicot High School offers college level course work through a variety of means to ensure opportunity and equity.

**AP classes offered at MHS**: AP Biology, AP US History, AP World History, AP Government and Politics: United States, AP Human Geography, AP Art Studio, AP Literature and Composition.

**Dual Credit Courses:**

The following courses offered for dual credit through the University of Wisconsin-Oshkosh:

Pre-Calculus, Calculus, Honors English, CAPP Spanish, CAPP Communications, Active Lifestyles, and Yoga

The following courses are transcripted with Lakeshore Technical College: Sociology, Psychology, Microsoft Office Level I, Customer Service Techniques, Medical Terminology, Large Animal Science, and Introduction to Horticulture.

**Advanced Standing:** The following courses have Advanced Standing Agreements with Lakeshore Technical College: Anatomy and Physiology, Advanced Chemistry, Microsoft Office Level II, Research and Inquiry, Principal of Sustainability, Machine Tool Print Reading, Programming I and II, College Math, Web Development I and I, Written Communications, and Leadership and Professionalism

1. Please provide information on **at least three partnerships** with *education institutions and groups* your program of study has, and describe how these partnerships have been built, maintained and sustained over time. Use this space to specifically address the secondary and postsecondary partners that contribute to and maintain this program of study.

|  |  |  |
| --- | --- | --- |
| **Education Partnership Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Fox Valley Technical College (FVTC) | Transcription of college credit course work for high school students, tours, horticulture conference and competition host, guest speakers in class, campus tours | Six years of active partnership, development through networks with FFA |
| Northeastern Wisconsin Technical College (NWTC) | Horticulture conference and competition host, guest speakers in class, campus tours, partnership with Green Bay Botanical Gardens Campus | Five years of active partnership, development through networks with FFA |
| Wisconsin and Upper Michigan Florist Association (WUMFA) | Student membership and competition opportunity, workshop host and educational experiences as well as guest speakers | Three years of active partnership, development through networks with FFA and local florists – first high school in the state to partner – leading a foundation for others |
| Lakeshore Technical College (LTC) | Transcription of college credit course work for high school students, campus tours | Five years of active partnership, development through administrative partnerships with LTC |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. Describe how your program of study is aligned with the needs of the workforce and industry in your community. Make sure to include information on how the program of study helps meet workforce demand identified by business and industry. What labor market data does your program of study use to align to workforce needs? (250 word limit)

Our program of study is aligned with the needs of the workforce as shown by our advisory committee needs. This group meets three times a year to discuss the needs of the industry and help we can prepare students for careers. An example of a tangible action item from this committee is the creation of our success skills matrix, which is a rubric to help grade students on soft skills such as being on time and motivated. These skills represent the largest need we hear from industry. We collect formal market data from the Chamber of Commerce for Manitowoc County, Progress Lakeshore and Lakeshore Technical College.

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

Yes, all learners in the program of study are required to participate in work based learning via their supervised agricultural experience or SAE. The opportunities are student directed and selected with instructor facilitation and networking.

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** |
| Skills Co-op Agribusiness - Plant Science |  |
| Youth Apprenticeship – AFNR – Plants |  |
| Career Preparedness Certificate via Express Employment Professionals |  |
| Plant Science Certification via Bayer CropScience |  |
| Principals of Floral Design Certification via Benz School of Floral Design |  |

1. Please provide information **at least three** *business, industry and/or labor* partnerships your program of study has, and describe how these partnerships have been built, maintained and sustained over time.

|  |  |  |
| --- | --- | --- |
| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Brilliant Blooms | Job Shadows  Tours  Career Development Event Practice  Instructor Training  Student Training and Mentoring  Classroom Supply Ordering | This partnership has been developed over the past three years since this local florist started their business. With working with the owner as a mentor and coach for instruction a partnership was developed to allow students to work for their business as well as run an in class floral business with Brilliant Bloom’s help. In addition, this connection helped us partner with other florist across Wisconsin and Michigan. |
| Natural Beauty Plant Growers | Job Shadows  Tours  Youth Apprentice Host Site  Instructor Training  Classroom Supply Ordering | Our partnership was established five years ago through an opportunity for a tour. Since that time we have expanded our partnership for ordering, job placement, in class speakers, student SAE and facility recommendations. |
| Wisconsin Department of Natural Resources | Job Shadows  Work Based Learning Volunteer Placement  Instructor Training  Grant Funding Partnerships | Two years ago a former Mishicot FFA President and FFA Alumni member was hired as the Warden for Manitowoc County placed in an office outside of Mishicot starting a more formal partnership with the WI DNR. |
| Woodland Dunes | Job Shadows  Work Based Learning Volunteer Placement  Instructor & Student Training  Grant Funding Partnerships  School Forest Advice | Approximately ten years ago with a need for community service opportunities our students started volunteering at Woodland Dunes on a half-day focused on service. Over the past two years we have worked hand in hand with Woodland Dunes due to the presence of invasive plants throughout Manitowoc County to apply for grants, and supply labor to combat invasive plants through education and removal. |
| Wilfert Farms | Job Shadows  Work Based Learning Placement  Seed and Product Donations  Guest Speakers  Mentoring for Students/  Mock Interviewer | This partnership with a local produce farm has been going on for over thirty years. Over the past seven years we have taken this partnership to the next level with work based learning, tours, speakers, and horticultural advisory. |
| Lakeside Foods | Job Shadows  Tours  Guest Speakers  Mock Interviewer | Over the past four years this connection has been developed due to networking between our school counselor and the agriculture department to bring us together. |

1. Please feel free to use the space below to share any other information or evidence of success of your program of study and the learners who participate. (Optional)

In addition to the rigor of course work in our CTE pathway our CTE department was also integral in creating a success skills rubric, driven by the concerns of industry via our advisory council. This rubric is a self, peer and teacher evaluation on skills needed in the workforce that are not always measured in a traditional class setting. This helps our learners gain work based learning skills in: motivation, independence, responsibility, problem solving, self-direction, creativity, leadership, collaboration, and having a growth mindset.

Student Testimony:

 " The horticulture program helped me to learn more about agronomy and plant sciences in our area to help me in my current farm career and future teaching career as well as preparing for college by transferring credits to UW-Platteville and being ready for my crops and soils classes at the college level." – Kyle Junk

“Our horticulture program helped me with problem-solving including insects and facility troubleshooting. Managing our school orchard expanded my interactions with varied generations and helped me become a better speaker. Due to credit transfer I was able to start as a sophomore in college which has allowed me to double major in my horticulture and education programs in the same time that other students would get one major.”

– Amanda Langley

1. If applicable, please provide more detail on any partnerships your program of study has that have not been mentioned already. This includes community groups, non-profits, volunteer organizations, etc. Describe how these partnerships have been built, maintained and sustained over time. (Optional)

|  |  |  |
| --- | --- | --- |
| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Manitowoc County Farm Bureau | Grant/Donation Partnerships  Work Based Volunteer Placement  Guest Speakers  Mentoring for Students/  Farm Forum Conference | This partnership has been active for seven years and was developed through instructor networking and opportunity for career experience and conferences (Farm Forum) to prepare students for agricultural pathway careers. |
| Mishicot FFA Alumni | Grant/Donation Partnerships  Application/Classroom Work Proofing Assistance  Guest Speakers  Mentoring for Students/ | This partnership has been active for almost forty years. This parent/supporter group was organized to provide coaching, financial and educational support to students in the Mishicot FFA. Over the past four years the focus of this group has grown to also more directly support the classroom instruction and a wider diversity of students. |
| Seedway | Guest Speakers  Product Donation | Due to a former school employee’s husband working for Seedway seeds we were able to form a partnership over the last five years that allows students industry experience and offsets seed costs for our program. |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2019-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

**THANK YOU!**

Thank you for completing this application! You will know the status of your application by January 22, 2019. The programs of study will be evaluated based on their effective leveraging of partnerships, alignment to rigorous and relevant college- and career-ready expectations, clear progression of knowledge and skills across secondary and postsecondary systems, integration of successful career guidance/advisement, and key indicators of learner success.

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

We look forward to learning more about your program!

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