# **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 studies 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: CASE Environmental Studies Program at PGCPS’ Gwynn Park High School
2. Point of Contact

Name: Mrs. Darlene Bruton

Email Address: darlene.bruton@pgcps.org

Phone Number: 301-669-6012

Address:

PGCPS Department of Career and Technical Education

Green Valley Administration Building

2215 Chadwick Street

Temple Hills, MD 20748

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

☐ Area technical center

☐ Career academy

☐ Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

|  |
| --- |
|  |

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

☐ Agriculture, Food & Natural Resources Career Cluster

☐ Architecture & Construction Career Cluster

☐ Arts, A/V Technology & Communications Career Cluster

☐ Business Management & Administration Career Cluster

☐ Education & Training Career Cluster

☐ Finance Career Cluster

☐ Government & Public Administration Career Cluster

☐ Health Sciences Career Cluster

☐ Hospitality & Tourism Career Cluster

☐ Human Services Career Cluster

☐ Information Technology Career Cluster

☐ Law, Public Safety, Corrections & Security Career Cluster

☐ Manufacturing Career Cluster

☐ Marketing Career Cluster

☐ Science, Technology, Engineering & Mathematics Career Cluster

☐ Transportation, Distribution & Logistics Career Cluster

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

Starting in 2013, our Environmental Studies Program embraces an interdisciplinary approach to the study of earth systems and the human impact on the environment via agricultural education. Our agricultural education is delivered through three interconnected components: classroom/laboratory instruction; experiential learning; and leadership education. Utilizing the CASE curriculum, our students experience agricultural education with the following courses: Agricultural, Food, and Natural Resources; Animal Science; Animal and Plant Biotechnology; and Senior Capstone.

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

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:

The CASE program of study (POS) was developed as part of PGCPS high school reform initiative to offer students rigorous, relevant, and career/college-themed programs to prepare them for post-secondary and professional opportunities beyond high schools.

* 1. How were employers involved in the development and continue to be involved in the maintenance of your program of study?

The program advisory boards consist of industry, community, business and post-secondary partners who provide activities, summer jobs, and internships that connect academic to the real world.

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

The Curriculum for Agricultural Science Education (CASE), a program of study (POS) within the Environmental, Agricultural, and Natural Resources Career Cluster meets the economic needs of our community by preparing students to be successful in numerous

careers in the agricultural sciences as well as preparing them to further their education at the post-secondary level. This inquiry-based POS incorporates classroom learning, FFA leadership and career development, as well as outside of the

classroom experiences through Supervised Agricultural Experiences (SAE) and other internship opportunities.

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

The Gwynn Park High School CASE program aligns with the environmental literacy program coordinated by PGCPS’s William Schmidt Center and students have benefited from curriculum that embraces many of the tenants found in Next Generation Science Standards (NGSS) and STEM. Participation in these programs gives students a good foundation for postsecondary education.

Gwynn Park High School's CASE- AFNR program has a FFA chapter which engages students in activities that promotes understanding of agriculture fields of study and agriculture career paths. FFA participation also provides interactive opportunities for students to engage with their agricultural peers from other school districts. In addition, Gwynn Park's Environmental Studies Program students engage in University of Maryland Eastern Shore (UMES) , University of Maryland Extension and the Tuskegee University in varying leadership, internships, and college and career related activities which prepares students for post-secondary education.

* 1. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

The CASE Advisory Committee which consists of secondary and postsecondary educators and industry leaders, built partnerships with local colleges and universities to include University of Maryland Extension, University of Maryland Eastern Shore, and Prince George’s County Community College. The Committee partnered with local agricultural farms and foundations to provide internships for students. Secondary teachers have participated in career development workshops designed to assist them in maintaining and growing the CASE program at Gwynn Park High School. Postsecondary teachers have partnered with the secondary teachers to develop the school’s Future Farmers of America (FFA) chapter.

With guidance from secondary and postsecondary educators, FFA student members have engaged in a wealth of experiences which has further expanded the CASE program and it’s offerings to students. Students have represented National FFA through interviews about their ACC experience on MarketDay and presented at summits conducted at the White House. They have presented their experiences at local, state, and national venues with congressional leaders. This past year, two student leaders shared their personal experiences with House Bill 870 at the state of Maryland at House of Representative Ways and Means Committee. House Bill 870 refers to Agricultural Education in Maryland and requests funding for support of teacher professional development, extended contracts, FFA Affiliate membership for all agricultural education students and more. Six students represented the program at National Ag Day in Washington D.C. in March. These students are the only high school students chosen by our partners at UMES to help represent Minorities Agriculture Natural Resources and Related Sciences (MANRRS) and National FFA. All of these student achievements have been supported by secondary and/or postsecondary educators as they strive to enrich the exposure of students in the program to the vast field of agriculture.

# **LEARNER POPULATION & DATA**

1. Please describe your program of studies 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)

The Environmental Studies Agricultural Science Program is a three-year pathway with 78 students enrolled 10th through 12th grade students, which comprise of 37 females and 10 males. Three of the students receive special education services. The required coursework to complete the program includes Introduction to Animal, Food and Natural Resources during 10 grade; Principles of Agriculture - Animal during 11th grade, and Animal & Plant Biotechnology and Agricultural Research Development Capstone during 12th grade.

**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?** | 1064 | 1052 | 999 |
| What is the total number of minority learners served by your school/institution? | 974 | 969 | 939 |
| What is the total number of low-income learners served by your school/institution? | 102 | 89 | 83 |
| What is the total number of learners with disabilities served by your school/institution? | 106 | 103 | 101 |
| What is the total number of English language learners served by your school/institution? | 0 | 0 | 0 |
| **What is the total number of learners served by your program of study?** | 58 | 65 | 75 |
| % male learners in program of study | 50% | 48% | 47% |
| % female learners in program of study | 50% | 52% | 53% |
| % minority learners program of study | 90% | 95% | 97% |
| % low-income learners program of study | % | % | % |
| % learners with disabilities program of study | 3.4% | 3.1% | 2.8% |
| % English language learners program of study | 0% | 0% | 0% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 0% | 0% | 0% |
| % of learners in program of study who earned an industry-recognized credential | 0% | 0% | 0% |
| % of learners in program of study who participated in work-based learning | 14% | 12% | 8% |
| % 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) | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | % | % | % |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | 1064 | 1052 | 999 |
| What is the total number of minority learners served by your school/institution? | 974 | 969 | 939 |
| What is the total number of low-income learners served by your school/institution? | 102 | 89 | 83 |
| What is the total number of learners with disabilities served by your school/institution? | 106 | 103 | 101 |
| What is the total number of English language learners served by your school/institution? | 0 | 0 | 0 |
| **Total number of learners served by your program of study** | 58 | 65 | 75 |
| % male learners in program of study | 50% | 48% | 47% |
| % female learners in program of study | 50% | 52% | 53% |
| % minority learners in program of study | 90% | 95% | 97% |
| % low-income learners in program of study | % | % | % |
| % learners with disabilities in program of study | 3.4% | 3.1% | 2.8% |
| % English language learners in program of study | 0% | 0% | 0% |
| **Other relevant *demographic* data from your program of study** |  |  |  |
| % of learners in program of study who completed post secondary/earned a degree or certificate (who were eligible) | -% | -% | -% |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | 0% | 0% | 0% |
| % 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 provided has been, in part, obtained from [Maryland Report Card](http://reportcard.msde.maryland.gov/Entity.aspx?k=161103). Other data is internal and proprietary to Prince George’s County Public Schools (PGCPS) but comes from the PGCPS Students Based Information System.

Our oldest Gwynn Park CASE graduates are only three years out of high school thus none of them have completed their college degree as of yet. Through informal, ongoing communication with graduates who completed Gwynn Park’s CASE program over the last three years, we are aware that fourteen of Gwynn Park’s 33 CASE alumni are pursuing higher education in related fields. Six of them are at UMES majoring in Agriculture and all of them are holding leadership roles in their MANRRS chapter. Three alumni are attending Towson University majoring in Business. One student is at Mississippi State University majoring in Environmental Science while two alumni are at Fairmont State University with one majoring in Chemistry building a foundation for an intended major in Food Science and the other is majoring in Business. Two other former students are at NC A&T majoring in Ag Business.

Our students have had a wealth of experiences that have provided practical work experience in the agriculture or agriculture business related college or career fields:

* One student spent the summer as a Wallace Carver Intern in Iowa studying the movement of rivers.
* Two students were selected as Borlaug-Ruan interns for Summer 2018. One Borlaug Ruan intern worked in Taiwan researching legume germination rates from the seed vault. The other spent summer 2018 in Africa for eight weeks working on a global agricultural project. This is the first time in the Borlaug- Ruan history that two students have been selected from one school for this honor.
* Two students interned with the USDA AgDiscovery program as counselors/leaders.
* One student interned this past summer for NOAA (National Oceanic and Atmospheric Association).

In addition, current and former students have participated in practical work experiences over the past three years through a network with university and business partners:

* Twenty-eight students worked at the Accokeek Foundation during an eight-week summer internship learning about livestock conservation programs and sustainable agricultural practices in the Agriculture Conservation Corps.
* Sixteen students were accepted into Ag Discovery at universities nationwide experiencing many careers in agricultural sciences.
* Twenty-three students accepted into the SYEP job readiness-training program.

Examples of practical work experiences offered at Gwynn Park High School include daily upkeep of our chickens, pig, aquaponics system, recycling program, gardens, and composting.

Our graduates are pursuing college majors to become agricultural engineers, food scientists, marine biologists, veterinarians, and more. GPHS students who have taken the chance to be in the Environmental Studies pathway have had the opportunity to have a rich and fulfilling high school and college careers.

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

It is the belief of PGCPS that the equalizing tool for success for all students is to have access to fulfilling, vibrant, and meaningful education. Our district provides equitable policies and procedures, builds staff capacity through professional learning, and provides opportunities for engagement and inclusion of all families. This includes equitable access for learners with diverse backgrounds by providing special education services, English language learner services, and free and reduced meals for those in need. Special Ed teachers work with core content teachers to support students with special needs in those classes. CASE works with case workers on modifications for students when needed. Most of the curriculum in the first two courses can be done as small groups so students are often working with at least one partner. Admission to the CASE program is interest-based thus ensures equitable access for admission to students who wish to be in the program.

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)

Every student has the opportunity to learn from teachers who understand how to enhance learning and create quality learning experiences for all students, including students with special needs. Gwynn Park’s CASE program has learners with varying abilities and experiences including students identified as having Special Education needs. We ensure success for diverse learners by creating a bridge between prior knowledge, content taught, and experiences.All work is posted on Google Classroom to address students that need more time on task or those wishing to review assignment. Teachers maintain designated time blocks for students to come for assistance with coursework.

Assignments and grades are also posted in PGCPS portal with parent access so that parents are able to see assignments when they occur so that they may be partners in assisting their children. Parent communication occurs bimonthly with updates of field experiences, coursework and experiential learning opportunities.

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 of CTSOs) (50 word limit)   
     
   Gwynn Park High School’s CASE program’s FFA Chapter was re-chartered in 2013. FFA is the oldest CTE program established as an interdisciplinary program with Public Law 740. The CASE curriculum follows the three-ring model by incorporating classroom instruction, student leadership, and experiential learning within the program of study.
2. 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)

The recruitment of students for the CASE program begins in middle school by having 8th grade students participate in High School Exploration Nights. Recruitment is also done with ninth graders in the school. Students navigate FFA career exploration websites/personality-type indicator surveys that provide suggested career paths. Professional school counselors, CASE teachers, administrators, CTE district personnel, advisory board members, and students formally and informally share information about the program with prospective students through information nights, career fairs, lunchtime presentations, showcasing of current CASE student work and word of mouth. CASE is an interest-based program therefore as long as students complete the application and there are available openings, students are admitted into the program.

Once in the CASE program, students receive career and college advisement in a variety of ways:

* PGCPS CTE staffers interviews students to determine college readiness, and provides suggestions for next steps.
* Students gain valuable leadership training at annual FFA and Jr. MANRRS leadership conferences.
* Our students also participate in competitions at FFA and Jr. MANRRS, and have placed in the following LDE competitions: Prepared Speech, Essay Writing, Creed Speaking, Job Interview, and Extemporaneous Speech and in the following CDEs: Food Science, Nursery Landscape, and Veterinary Science.
* Students have multiple opportunities to participate in career fairs at the local, state, and national level. The Environmental Alliance provides a county-wide event for the past two years. 20 students each year participate in Junior MANRRS career fair while visiting UMES in the fall. Every other year we take students to the science expo and we have participated in the nationwide Bioblitz working with scientist to do species counts.

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)

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards   1. Next Generation Science Standards 2. [Common Core Standards for High School Mathematics](http://www.case4learning.org/images/2017StandardsAlignment/AFNR_CCSS_Mathematics_Alignment.pdf) 3. [Common Core Standards for English Language Arts, Grades 9-10](http://www.case4learning.org/images/2017StandardsAlignment/AFNR_CCSS_ELA_Alignment.pdf) | **Agriculture Food and Natural Resources Standards:**  **CS.02. Personal Growth**  **CS.05 Systems**  **NRS.01**  Explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments.  **Animal and Plant Biotechnology Standards:**  **NGSS Standard HS-LS3-1**.  **NGSS Standard HS-LS1-1.**  **NGSS Standard HS-LS3-3.**  **Agriculture, Research, and Development Capstone Standards:**  **NGSS Standard HS ESS3**.  **NGSS HS-ESS3-2 - SEP**.  **NGSS HS-LS3-1 SEP** |
| Career Cluster or Technical Standards  **CASE curriculum utilizes the** [AFNR Common Career and Technical Core Content Standards](https://ffa.app.box.com/s/n6jfkamfof0spttqjvhddzolyevpo3qn/file/294160068843)that are crossed walk to the common core standards. These standards were developed by the National Agriculture Council as the curriculum was being developed. | **AS.01. Performance Element:** Analyze historic and current trends impacting the animal systems industry.  **AS.02. Performance Element:** Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.  **AS.03. Performance Element:** Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.  **AS.06. Performance Element:** Classify, evaluate and select animals based on anatomical and physiological characteristics.  **CS.07. Performance Element**: Safety, Health, and Environmental: Demonstrate appropriate health and safety procedures for AFNR occupations. |
| Employability Standards | **CS.02. Personal Growth:** Develop a skill set to enhance the positive evolution of the whole person.  **CS.05 Systems:** Identify how key organizational structures and processes affect organizational performance  **CS.03 Career Success:** Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society. |

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

1. Please fill out the chart below, and describe your program of studies 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 1 | Biology | US Government | .5 PE  .5 Health | 1 Technology Ed |
| **10** | English 10 | Geometry | Biogeochemical | World History | .5 Fine Arts  .5 Fine Arts | Agriculture, Food, and Natural Resources |
| **11** | English 11 | Algebra II | Chemistry | US History | 1 Foreign language | Principles of Agriculture Science Animal |
| **12** | English 12 | Trigonometry or Pre-Calculus | Physics | Government and Economics | 1 Foreign language | Animal and Plant Biotechnology  Maryland Agriculture Research and Development |

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

The major activities conducted to develop members’ leadership, academic and occupational competencies begin as students walk into their freshman Agriculture, Food, and Natural Resources (AFNR) course which emphasizes the importance of student leadership through the FFA model. English Language Arts and mathematical contents are incorporated as students communicate with internal and external business partners and as they assess food supply and plans for packaging and distribution to Accokeek Foundation. Environmental Studies Program students have participated in projects with the culinary classes at Gwynn Park to provide herbs from the Environmental Studies Program garden to the Culinary Program and to use leftover scraps from the Culinary classes to compost or feed chickens. The Environmental Studies Program has an ongoing partnership with the Accokeek Foundation wherein the Environmental Studies Program collects Gwynn Park’s cafeteria food waste and sends it to the Accokeek Foundation to feed their pasture pigs. In a four month period last year, the Environmental Studies Program sent over 1000 pounds of food for the pasture pigs.

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)

Dual enrollment is available for PGCPS students to also take courses at a college or university. 18% of our juniors have been accepted into the dual enrollment program for their senior year.

Our program focuses on both environmental and natural resources management and the issues related to these fields of study. In this pathway, students have hands-on experiences working with a variety of natural resources, working in plant and/or animal agriculture, and completing a capstone project.

The senior-level Capstone course allows students to deeply explore an agricultural topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the Capstone course, students further their skills acquired in the course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work into a research paper and a research poster.

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?** |
| University of Maryland Eastern Shore (UMES) | UMES works closely with our students by sponsoring Junior MANRRS, The Maryland Youth Institute, and leader for the Global Youth Institute. | This partnership has been active for four years and it developed from members being on the program advisory board. |
| University of Maryland College Park (UMCP) | UMCP works directly with our program as leadership for our program advisory board as well as assisting with coaches for our various FFA teams. | This partnership has been active for four years and it developed from members being on the program advisory board. |
| United States Department of Agriculture (USDA) | USDA has sponsored and hosted numerous field trips for students to gain first hand learning experience in the many areas of agriculture. | This partnership has been active for four years and it developed from members being on the program advisory board. |
| Maryland National - Capital Parks and Planning Commission (MNCPPC) | MNCPPC partners with our program by working with students to learn about native plants and species. Our students grow multiple varieties of plants that are planted across the county in numerous parks. | This partnership has been active for three years and it developed from outreach activities of the FFA advisor. Currently this partner is also a members being on program advisory board. |
| We have an articulation agreement with the Institute of Applied Agriculture (IAA) of the UMCP. | The IAA offers a 60-credit certificate program within the [College of Agriculture and Natural Resources](http://agnr.umd.edu/). The IAA provides students with the entrepreneurial and technical skills needed to manage profitable agricultural enterprises, including golf courses, sports fields, horticulture businesses, landscaping companies, and sustainable farming operations. With the articulation agreement, students are able to use their Capstone project as part of their interview into the IAA program. | This partnership has been ongoing since 2014. |

# **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)

The Department of Labor, Licensing, and Regulations Maryland Occupational Projections 2014-

2024 predicts growth in environmental studies and science professions as follows:

CLUSTER: ENVIRONMENTAL, AGRICULTURE, AND NATURAL RESOURCES

* Biological Technicians (25.48%)
* Environmental Engineers (23.26%)
* Landscaping Architects (22.96%)
* Agricultural Engineering (21.68%)
* Environmental Engineering Technicians (19.61%)
* Animal Scientists (17.76%)
* Agricultural and Food Science Technicians (15.79%)

The chapter’s involvement in service-learning, community service and volunteer-type activities have been paramount in growth of our program. Students of Gwynn Park FFA chapter have participated in county-wide CleanUp GreenUp campaign by planting over one hundred and fifteen trees on school campus over the past three years, restored native grass populations of Chesapeake Bay through Wild Rice Restoration for the past three years, students have grown and distributed over a thousand vegetable plants to local Mission Nutrition program and worked with the local women’s shelter to provide blessing bags for the past two years. FFA members, community partners, and families have been key in the success of our these service projects.

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)

All learners in this program of study are encouraged to develop an active individual Supervised Agriculture Experience also known as an SAE. The SAE shall fit the members’ future career interest. Since most of our members are from a suburban background, it essential that we have a strong network developed so students will have work experiences. This is where our partnerships developed through our program advisory council come into play. Twenty-eight members have worked at the Accokeek Foundation through the Summer Youth Employment Program that is offered through a partnership with the local community college and county government. Students go through training in the winter and must meet the minimum requirements to apply for the summer jobs. Many of our students work with the SYEP - Agriculture Conservation Corps (ACC) and students are able to use it as part of their SAE. eight week summer internship learning about livestock conservation programs, sustainable agricultural practices. Students also have onsite opportunities to assist with daily upkeep of the school's chickens, aquaponics system, recycling, and composting for SAE’s.

Speakers who are community leaders and member of the Program Advisory Committee (PAC) participate in bi-monthly chapter meetings as well as teach lessons during classes to reinforce agricultural opportunities.

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)

PGCPS has decided to use the Curriculum for Agricultural Science Education (CASE) program to administer the Environmental Studies Program. The CASE curriculum involves the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. No industry-recognized credentials/certifications/licenses are offered to students with the CASE curriculum however

the program is a four-course sequence and will offer students the opportunity to

earn college credit upon successful program completion at the University of Maryland College Park Institute of Applied Agriculture (IAA). <http://marylandpublicschools.org/programs/Documents/CTE/CTE%20Programs%20of%20Study/CTEBlueBook2017.pdf>

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| --- | --- |
| **Offered** | **Required** |
| N/A (see information provided above) |  |
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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.

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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?** |
| Accokeek Foundation | Students participate in rice [planting](http://www.chesapeakebay.net/fieldguide/critter/wild_rice) and land cultivation activities at Piscataway Park in partnership with Camp Schmidt and the Accokeek Foundation. Students research the history of wild rice and the significance it has for migratory birds and reducing pollutants in our watershed. The rice is grown in the GPHS greenhouse, then planted into a body of water at Piscataway Park. | This partnership has been active for the past four years and it was developed with a memorandum of understanding that dates back to the fall of 2014. |
| Maryland Agriculture Education Foundation  (MAEF) | MAEF works directly with the Maryland State Department of Education to reinvigorate agriculture education programs across the state. MAEF assisted with development of the Program Advisory Board by suggesting members and providing examples of by-laws that the group could utilize. | This partnership has been active for the past eight years and it was developed in 2010 when the MAEF reached out to the county about the possibility of developing a CASE program at one of the many schools in the county. |
| The William Schmidt Environmental Center | The William S. Schmidt Center (Camp Schmidt) is an academic center that provides students with a meaningful outdoor experience that enhances as well as reinforces skills learned in the classroom. The 450.6 acre campus is focused on becoming the center piece for environmental education for Prince George’s County Public Schools. | This partnership has been active for the past five years and at times it has behaved as the working arm of the program by being the eyes, ears, and advocator at the county and state level. |
| Treating and Teaching | The Treating & Teaching program is a collaborative effort between the Anacostia Watershed Society, Prince George’s County, the Chesapeake Bay Trust, and several nonprofit partners. This program trains teachers from Prince George’s County Public Schools how to utilize their school grounds, including stormwater managements projects installed, as educational tools to support their curriculum. | This partnership was developed 3 years ago as part of the statewide stormwater initiative. Gwynn Park has three stormwater treatment areas as part of phase 1 and two outdoor classrooms as part of phase 2. |
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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)

Public outreach from FFA members have occurred in many forms. Students have represented National FFA through interviews about their ACC experience on MaketDay, presented at summits conducted at the White House, and have presented their experiences at local, state, and national venues with congressional leaders. This past month two student leaders represented the state of Maryland at House of Representative Ways and Means Committee with House Bill 870 to speak on behalf of their personal experiences. House Bill 870 speaks on behalf of Agricultural Education in Maryland and requests funding for support of teacher professional development, extended contracts, FFA Affiliate membership for all agricultural education students and more. Two students will be representing the program at National Ag Day in Washington D.C. during March. These students are the only high school students chosen by our partners at UMES to help represent Minorities Agriculture Natural Resources and Related Sciences (MANRRS).

Benefits of the organization to school and community can be seen through the accomplishments of student involvement. This past year, six students participated in the USDA AgDiscovery programs across the United States of America. Students traveled as close as College Park and as far as the University of Virgin Island. While participating in the AgDiscovery program students had the opportunity to learn about exciting career paths in fields of agriscience while experiencing college life first hand. Three students represented Gwynn Park at the Global Youth Institute which is part of the World Food Prize this fall in Des Moines, Iowa. The Gwynn Park team was fifty percent of the state team. As Global Youth Institute participants students are allowed to apply for the Borlaug Ruan internship. Two students have applied and have made it past the third cut. If chosen, the student will work for eight weeks in a country with world renowned scientist.

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)

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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?** |
| Eco-City Farms | Eco-City assists with building the community awareness about food justice. Working together, we are finding workable solutions to the complex issues surrounding local food production and access to healthy, sustainably produced food in urban neighborhoods. | This partnership has been active for the past four years. Multiple times educators have come to the school to lead workshops on vermiculture, composting and much more. |
| 4-H | 4-H is a global network of youth organizations whose mission is "engaging youth to reach their fullest potential while advancing the field of youth development". 4-H leaders have assisted with coaching teams, leading team building exercises. | This partnership has been active for the past five years. This partnership was developed as part of the program advisory program. |
| Clean Up, Green Up | Annual Countywide  “Clean Up, Green Up” event occurs in the fall each year. This  event supports the initiative to make our community cleaner and  greener by conducting individual community plantings and coordinating  beautification activities throughout Prince George’s County. “Clean Up,  Green Up,” in collaboration with Keep Prince George’s County Beautiful,  Prince George’s County Public Schools and The Maryland-National Capital  Park and Planning Commission, demonstrates the shared commitment  to keeping our communities appealing and attractive. | This partnership has been active for the past six years as a county wide initiative. |

# **SUBMIT YOUR APPLICATION**

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* 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).