# **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:

Agriculture

1. Point of Contact  
    Name: Eric Dyer

Email Address: eric.dyer@wjusd.org

Phone Number: 530-681-0251  
Address: 21 north West St, Woodland CA 95695

1. Applicant’s School/College: Woodland Senior High School
2. State: CA Choose an item.
3. Type of institution (click the box to check)

☐ Area technical center

X 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.

In 1985 an articulated middle school agriculture program was established to promote the Woodland Agriculture CTE program which actively began prior to 1929. Staff pursued the Woodland Agriculture and Natural Resources Academy in 1997 and were funding as a California Partnership Academy in 1999. During the last 19 years articulations with numerous junior colleges, industry partnerships and industry certifications have evolved to promote the success of students pursuing both college and career opportunities

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

X 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:
   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?
   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)
2. “A cut above”, the goal of the Woodland Agriculture Advisory Committee, using by the CA Agriculture Incentive Grant, has been the driving statement of the Agriculture Career Pathway operations. Meeting no less than twice annually, 12 or more industry and business partners provide insight, support and motivation for staff and student success.
3. With support of the Yolo County Office of Education, the advisory board, administration and staff analyze labor market statistics to support pathway development and direction. With data in hand, staff utilize CTE frameworks, statewide CTE curriculum and local industry recommendations to establish dynamic, student-centered curriculum that leads students to develop their “potential for premier leadership, personal growth and career success”. Embedding internships, mentoring activities, college tours and leadership opportunities directly into the classroom engages students directly with local employers and collegiate opportunities. Consequently, when given the opportunity to participate, students successfully engage in our local economy as students, employees and community members.
4. Post-secondary options abound for students in the agriculture pathway. With UC Davis, Cal Poly SLO, Chico State University and Fresno State sought as regular four-year options, students also attend Modesto JC, Merced CC and Woodland CC. Military recruiters and recruiters representing specialized industry training centers such as Caterpillar’s Think Big, John Deere’s Technician program and the local electricians and operator’s unions regularly present and check up on students. Local industry partners frequently provide class field trips and support instruction in the classroom. Students intending intending to go directly into work are recognized by industry partnerships. The consequence to these interventions simply is that students are aware of the many post-secondary opportunities available. Students meet with staff no less than one time per semester to discuss academic performance and career readiness.
5. Weekly the academy staff meets to discuss, plan and promote the program of study. By integrating common assessments and cross-curricular activities, students enjoy relevant events throughout their classes. Staff annually meet with local community college staff and other post-secondary sites to discuss and articulate curriculum, activities and field trips. Woodland CC Ag department members provide insight to maintain the integrity of curriculum. WHS Ag staff also act as adjunct staff at Woodland CC in Plant and Soil Science, plant propagation and floral design courses. Additionally, secondary and post-secondary staff are active members of the California Agriculture Teachers Association and meet in our professional organization once every six weeks. Discussion includes updates and recommendations on curriculum, community needs and CTSO opportunities. Another asset is the UC Davis Teacher Education Program. This program regularly places student teachers at Woodland HS Ag Department. The consequence is that courses have regular assessment and oversight from university staff and students. One unique characteristic is that staff get to observe student teachers teach the content which allows staff to view the content with a different lens.

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# **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)

The demographic served is primarily the middle 70% of the students. With approximately 65% Latino students, the Ag pathway demonstrates this. In the Ag Pathway, we demonstrate almost a 50-50 mix of males and females and we are fully accessed by all levels of students, Advanced Placement through Special Ed. Based on school data, no less than 64% of pathway students received Free and Reduced Lunch. Students in the ag pathway, annually met or exceeded comparative student profiles.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Enrollment by Grade | | 15-16 | 16-17 | 17-18 |
|  | 9 | 361 | 346 | 323 |
|  | 10 | 353 | 352 | 339 |
|  | 11 | 302 | 327 | 324 |
|  | 12 | 300 | 267 | 285 |
|  | Total | 1316 | 1292 | 1271 |
| Graduates |  | 280 | 246 | 284 |
|  |  |  |  |  |
| Enrollment by Ethnicity | |  |  |  |
|  | Am Indian | 4 | 6 | 10 |
|  | Asian | 48 | 42 | 42 |
|  | Black | 14 | 14 | 16 |
|  | Hispanic | 894 | 872 | 882 |
|  | Pac Islander | 2 | 3 | 7 |
|  | White | 341 | 332 | 295 |
|  | Two or more | 15 | 16 | 18 |
|  | Undeclared |  | 7 | 15 |
|  |  |  |  |  |
| Enrollment by Gender | |  |  |  |
|  | Male | 671 | 673 | 663 |
|  | Female | 647 | 623 | 622 |
|  |  |  |  |  |
| Enrollment % of Socioeconomically Disadvantaged | | | |  |
|  |  | 66.1 | 63.7 | 65.9 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| https://dq.cde.ca.gov/dataquest | | |  |  |
|  |  |  |  |  |

**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?** | 1316 | 1292 | 1271 |
| What is the total number of minority learners served by your school/institution? | 927 | 918 | 934 |
| What is the total number of low-income learners served by your school/institution? | 870 | 826 | 877 |
| What is the total number of learners with disabilities served by your school/institution? | NA | NA | NA |
| What is the total number of English language learners served by your school/institution? | 159 | 134 | 121 |
| **What is the total number of learners served by your program of study?** | 324 | 334 | 297 |
| % male learners in program of study | % | % | 163 |
| % female learners in program of study | % | % | 134 |
| % minority learners program of study | % | % | 238 |
| % low-income learners program of study | % | % | 890 |
| % learners with disabilities program of study | % | % | % |
| % English language learners program of study | % | % | 56 |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | % | % | 100% |
| % of learners in program of study who earned an industry-recognized credential | % | % | 1% |
| % of learners in program of study who participated in work-based learning | % | % | 40% |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | % | % | 100% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | % | % | 80% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | % | % | 20% |
| **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.

Sadly, much of my data as I write this is inaccessible due to the fires in Northern CA. Last week school and district services were closed due to significant smoke. This week is vacation.

Post secondary data is managed by the CDE Perkins database and the CA State Agriculture Education Unit. Currently, most data available is for 2017-2018. For post-graduate data, staff have direct contact with former students and can create a data file to support his. See Appendices.

California Department of Education [www.cde.ca.gov/dataquest](http://www.cde.ca.gov/dataquest)

Ca Department of Education [www.cde.ca.gov/perkins](http://www.cde.ca.gov/perkins)

Ca Department of Education, California Partnership Academies

https://www.cde.ca.gov/ci/gs/hs/cpagen.aspCalifornia FFA Organization [www.calaged.org](http://www.calaged.org)

Central Region Agricultural Education Career Pathway Consortium

<http://craeccpt.org/>

Woodland Ag Department website [www.woodlandhighag.weebly.com](http://www.woodlandhighag.weebly.com)

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

All students have full access to all classes. Counseling staff announce course offerings, and monitor scheduling. For students to be a part of the Ag Academy, students must apply and meet criteria for students at-risk per the grant.

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)  
     
   Staff meet weekly and monitor student progress. Staff meet with students in crisis to review, modify, adjust and support.
2. 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)   
   Woodland FFA (CA0272) was established in 1929 and still maintains its active participation. Chapter officers lead monthly meetings. Members pursue advanced degrees and participate in local, state, and national competitions, activities and opportunities. Our feeder school, Lee Middle School recently reopened its program and established its Discovery FFA Program.
3. 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)

Career guidance is a cornerstone within our pathway. 9th grade students engage in FFA leadership, SAE projects and community service. Students are the foundation to our football concessions. This event provides teambuilding skills and community interaction. 10th grade students participate in their science fair projects. The key asset is that students must engage an adult to act as a mentor. The mentor role is sacred, in that the mentor is encouraged to discuss career directed questions. Students continuing to participate in their entrepreneurial projects (SAE’s) engage with industry partners, many, who themselves, were former FFA members. Juniors jump in and participate in classroom based internships. As a chapter, we engage in the SLEWS project where students research and restore local farmlands that utilize federal EQIP funds. A cross-curricular history/English/ag project is our Veterans interviews. Military veterans are interviewed and their biography is written and then presented back to them. Many students begin to understand the necessity of good decision making. Seniors apply for local scholarship, their FFA state degrees and awards. They participate in internships. Students are placed at local veterinary clinics, mechanics shops, floral shops and others locations based on their personal aspirations.

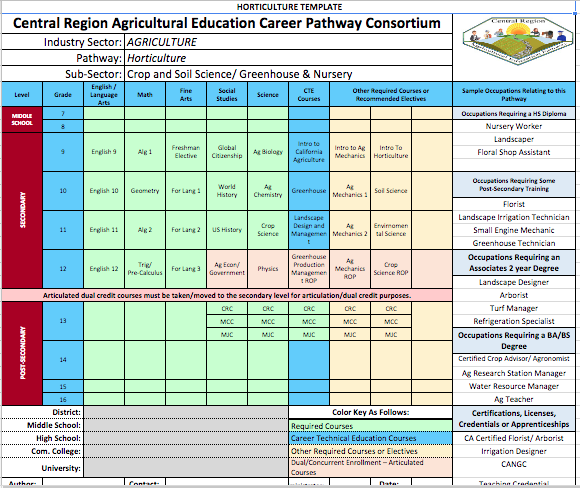
1. Which technical, academic and/or employability standards does your program of study incorporate at the secondary and/or postsecondary level and how? (Please list the standards you use and be specific regarding how your program uses industry, national, state and/or locally-developed standards) (250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

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | California Academic Core Standards demonstrate and parallel all skills areas as c |
| Career Cluster or Technical Standards | California CTE standards for agricultural education are utilized as the backbone of our content area. Standards established within the ag pathways are utilized to pursue industry certifications, post-secondary placements and career preparation. |
| Employability Standards | Within the industry certifications are established basic employability skills. Students utilize these and their academic skills to participate in mock interviews which lead to a locally recognized “Career-Readiness Certificate”. Qualifying for this certificate advanced certificate holders to numerous local interviews |
| Other | Additional resources available include the ASVAB test, CA’s Seal of Bi-literacy and Ag Academy completion certification. |

# **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.** 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.





|  |
| --- |
| Screen%20Shot%202018-11-21%20at%203.28.20%20PM.png |

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

We utilize many cross curricular activities such as our Veteran’s Project and a Shakespeare in the Garden event, as well as the AET recordbooks

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)

All Ag courses taught at Woodland HS receive Post secondary credit to the University of California/ California State University UC/CSU Systems. Currently the Power Mechanics courses are under review to receive UC/CSU credits. Floral Design, Veterinary Science and Plant and Soil Science classes are articulated with Woodland Community College. Floral Design and Capstone CTE course receive Fine Arts credit towards high school graduation per local school board policy.

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?** |
| Woodland Community College | Recruiting, FFA Leadership course and collegiate credits, Articulation for courses | 15 plus, Staff request of WCC Staff |
| Modesto JC | FFA Leadership Events, articulations and professional development | Ag Teacher network established this over 35 years ago. |
| University of California, Davis | FFA Support, FFA Judges, Project and mentor support, Student Teacher Training Site | Over 35 years. UCD is a Land-Grant institution. Current staff attended UCD as undergrads and grads. |
| San Joaquin Delta College/ Think Big Program | FFA Support, Ag Mechanics Articulation for Caterpillar mechanic training | 10 years. Staff reach out to site and Caterpillar Holt of CA connection |

# **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)

Alignments in Mechanics with Caterpillar Training and Holt of California with more to come. Heavy equipment, on highway and field equipment mechanics are in high demand in Sacramento/Yolo County Region.

Ornamental Horticulture with California Certified Florist program trains students for floristry and is developing retail management and and new horticulture/ greenhouse training program

Ag Science is preparing students to enter directly into farm operations, plant and soil science research positions including pest control management and field analysis. UC Davis is building a large Ag Research Center (Ag Start) in town and there are over 40 internationally based seed research stations within 15 miles of Woodland High School

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 are required to participate in a Supervised Ag Experience Project (SAE). Using the three circle model of agriculture, this is foundational. Each level, 9-12 have different requirements, but at the end of their student career, all students will have attained no less than 50 hours and/or $100 as identified in their AET online recordbooks. Staff meet with each student at least once in each semester based upon their contracted “SAE Period” requirements.

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** |
| Ca Certified Florist | CRAECPC Floral Certificate |
| Briggs and Stratton | CRAECPC Horticulture Certificate |
| OSHA 10 (new) | CRAECPC Mechanics Certificate |
| Outdoor Power Equipment | CRAECPC Ag Science |
| Veterinary Technician |  |
| Pending (Drone Technician) |  |
| Hydraulics and Pneumatics |  |

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?** |
| Holt Of California | Field Trips, Interns, FFA Support | 10 years. Staff reached out |
| Sterling May Company | Field Trips, Advisory Committee, FFA Support, Interns, Technical Support | 3 years, staff reach out, former students |
| Woodland Veterinary Clinic | Ag Advisory Committee, Internships, FFA Support, | 7 year, staff reached out |
| JCI Insurance | Ag Advisory, Financial support, livestock support, technical Expertise |  |
| Monsanto  Bayer Agriscience  Sakata Seeds  Machado Landscaping  Jimenez Landscaping |  |  |

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)

We believe that the real test is that the students continue to come, are active within our community and create a positive contribution into the community in which they live. Man of our former students have become or desire to become Agriculture Teachers and many others come back to coach judging teams and/ or to mentor current students.

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?** |
| Sakata Seeds | FFA Support, Financial Resources, hire interns and technical assistance | 5 years, former students |
| Agriform | FFA Support, Financial Resources, hire interns and technical assistance. | 15 years |
| Center for Land-based learning | Training site for interns and future farming interns. Political support | 32 years, former student |

# **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).