# **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: Precision Manufacturing
2. Point of Contact
 Name: **Kinasha Brown**

Email Address: **kinashabrown@u-46.org**

Phone Number: **(847) 888-5000 ext. 5310**Address: **355 E. Chicago Street Elgin, IL 60120**

1. Applicant’s School/College: **Illinois School District U-46**
2. State:  **Illinois**
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)

|  |
| --- |
| **School District U-46 (Program exists at two different comprehensive high schools)** |

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

 **X** **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 Precision Manufacturing program in School District U-46 is housed at South Elgin High School and Streamwood High School. The program received its initial NIMS accreditation in November 0f 2015. There are currently only three other high schools in the state of Illinois that have received NIMS accreditation.

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)

**The program was established to meet the requirements for the National Institute of Metalworking Skills (NIMS). There are currently only three other secondary schools in the state of Illinois that have been accredited thru NIMS, as accreditation is typically completed by post-secondary institutions. When School District U-46 decided to pursue accreditation they utilized workforce data from both the Kane County Department of Employment and Education and the Illinois Department of Employment Security. They also surveyed employers in the region to gather additional employment data and seek support/assistance with the program development. Numerous businesses agreed to partner with the district and serve on the advisory board to provide insight on the employment needs of the community as well as the skill set needed from graduates of the program. These partners have been instrumental with the development of the curriculum and continue to assist in the review and revision of the goals and direction of the program. As a program that typically resides at the post-secondary level the standards established by NIMS provide high school students with the opportunity to experience college level work. Our local community college, Elgin Community College (ECC), does not have an accredited program at this time, but has begun the process of pursuing NIMS accreditation since the district received theirs. An articulated agreement that was in place prior to the accreditation provides students with 6 articulated credits at Elgin Community College. ECC has begun the process of pursuing NIMS accreditation and it is the district’s intention to pursue a dual credit agreement with them if they are successful with this process. If they are not successful then the district may pursue a dual credit agreement with another institution, but remains committed to our partnership with ECC as they pursue their accreditation.**

# **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 data for each of the two high schools is listed below:**

**South Elgin High School: 2671 total students**

 **1340 males (50%)**

 **1331 females (50%)**

 **760 Hispanics (28.4%)**

 **13 American Indians or Alaska Natives (.004%)**

 **280 Asians (10.5%)**

 **161 Blacks or African Americans (6%)**

 **2 Native Hawaiians or Other Pacific Islanders (.0007%)**

 **1356 Whites (50.8%)**

 **99 Two or more races (3.7%)**

**Streamwood High School: 1948 total students**

 **995 males (51%)**

 **953 females (49%)**

 **1149 Hispanics (59%)**

 **14 American Indians or Alaska Natives (.007%)**

 **152 Asians (8%)**

 **164 Blacks or African Americans (8%)**

 **2 Native Hawaiians or Other Pacific Islanders (.001%)**

 **426 Whites (22%)**

 **41 Two or more races (2%)**

**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?**  | **SEHS: 2749****SHS: 2010** | **SEHS: 2728****SHS: 1974** | **SEHS: 2671****SHS: 1948** |
| What is the total number of minority learners served by your school/institution? | **SEHS: 1309****SHS: 1492** | **SEHS: 1338****SHS: 1506** | **SEHS: 1313****SHS: 1521** |
| What is the total number of low-income learners served by your school/institution? | **SEHS: 908****SHS: 1323** | **SEHS: 955****SHS: 1375** | **SEHS: 971****SHS: 1438** |
| What is the total number of learners with disabilities served by your school/institution?  | **SEHS: 218****SHS: 184** | **SEHS: 200****SHS 170** | **SEHS: 198****SHS: 202** |
| What is the total number of English language learners served by your school/institution?  | **SEHS: 0****SHS: 181** | **SEHS: 0****SHS: 196** | **SEHS: 0****SHS: 207** |
| **What is the total number of learners served by your program of study?** | **SEHS: 53****SHS: 84** | **SEHS: 67****SHS: 50** | **SEHS:42****SHS: 43** |
| % male learners in program of study  | **98%** | **94%** | **98%** |
| % female learners in program of study  | **2%** | **6%** | **2%** |
| % minority learners program of study  | **64%** | **56%** | **62%** |
| % low-income learners program of study  | **44%** | **56%** | **47%** |
| % learners with disabilities program of study  | **13%** | **14%** | **8%** |
| % English language learners program of study  | **.007%** | **.009%** | **.01%** |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.)  | **%** | **%** | **%** |
| % of learners in program of study who earned an industry-recognized credential  | **35 NIMS Certifications** | **42 NIMS Certifications** | **27 NIMS Certificaitons** |
| % of learners in program of study who participated in work-based learning  | **0%** | **0%** | **0%** |
| % 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?**  |  |  |  |
| 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 is pulled from the district’s student information system and the NIMS accreditation database. Students in the program can only earn NIMS certifications during their last two years in the program. We do not have access to post-secondary enrollment of students on an individual basis and the program at our feeder community college has not attained NIMS accreditation.**

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

**There are no pre-requites or requirements to get into the program. School District U-46 has five comprehensive high schools. While the precision manufacturing program is only located at two of these schools it is open and available to students from each of the five schools. The two schools offering the program intentionally schedule the courses at times which allow for students from these other schools to attend and the school district provides transportation for all students from the schools that do not offer 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)

**To ensure students success School District U-46 has implemented a comprehensive teacher professional development program. Two critical components of that program have been differentiated instruction and equity training. Several years ago the district created an Assistant Superintendent of Equity position to ensure that all programs and decisions were viewed thru an equity lens. Another related component of this process has been the inclusion of culturally relevant and sensitive material with all district curriculums. Additionally, the district financially supports all students in the program having access to Skills USA and Streamwood High School’s utilizes Title I funds it receives to provide additional support for the program.**

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)

**Every student participates in Skills USA and the entire program is finally supported by the school district. During the 17-18 school year our students placed 2nd in state and then 10th nationally for automated manufacturing technology and 1st in state and 20th nationally for CNC milling technician.**

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)

**In 2016 Illinois signed into law the Post-Secondary Workforce Readiness Act, which established a framework for college and career readiness and provided school districts with the opportunity to begin granting college and career pathway endorsements on high school diplomas. School District U-46 has embraced these new laws by signing a five year contract with Naviance as its college and career planning platform for all middle school and high school students. Attached to this application you will find a copy of the PACE framework that was developed thru the Post-Secondary Workforce Readiness Act as well as the grade level Naviance tasks that have been established to support it. All 8th grade students attend a college and career expo prior to choosing their high school courses and must establish a comprehensive four year high school plan during course registration that is then reviewed on an annual basis. Beginning with the 20-21 school year the entire district will move to a college and career academy model and as a part of that process the district is currently finalizing a college and career readiness curriculum that will span from 7th thru 12th grade.**

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 | **All standards in program are establish and aligned with the national standards established by NIMS. A copy of their standards is attached to this application for reference.** |
| Career Cluster or Technical Standards |  |
| Employability Standards  |  |
| Other |  |

# **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.

**A copy of the program plan of study is attached to this application. The course sequencing allows students the opportunity to take additional elective course options in related fields or take advanced course options in mathematics or science or foreign language in order to meet post-secondary admission requirements. Copies of our grade level course selection sheets have been attached to the application to provide examples of course options that students can access.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

**In an effort to improve college and career readiness School District U-46 is in the process of transitioning into a college and career academy model at each of our five comprehensive high schools, with a planned implementation during the 20-21 school year. A significant part of that transition is ensuring that our core academic areas incorporate CTE instruction and strategies in their classrooms. To ensure that they are prepared and to build capacity where necessary we are currently implementing district wide professional development for all secondary staff in project based learning. We are also in the process of reviewing all of the resources that we utilize to deliver the learning standards in every core curricular area and replacing them with more industry relevant resources whenever possible.**

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)

**School District U-46 has had an articulated credit agreement in place with Elgin Community College for our manufacturing program since before it received its accreditation thru NIMS. Per that agreement students received 6 articulated credits provided that they received a B or higher. Elgin Community College is currently pursuing NIMS certification so the district is waiting to establish a dual credit agreement with them based upon the results of their application for certification. We will explore additional options for dual credit if their program does not receive its certification. We also have a full time dual credit program with Elgin Community College where students take all of their coursework for senior year at the community college. We are exploring the option of expanding this program to juniors so they can earn their associates degree and high school diploma concurrently. Elgin Community College is also expanding dual credit for the 19-20 school year to allow for high school faculty to teach their courses in the comprehensive high schools. Finally, School District U-46 has a robust Advanced Placement (AP) Program with 29 separate AP courses in every curricular area, and has applied to participate in the AP Capstone Program for the 19-20 school year.**

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?** |
| **Elgin Community College** | **They provide articulated credit for our students and are in the process of seeking NIMS accreditation so we can develop a dual credit agreement.** | **This partnership has been active for over 10 years. We invited them to be a part of our program development and continue to work collaboratively with them.** |
| **Alignment Collaborative for Education** | **They are a community partnership of business and civic leaders that have come together to support the work of the school district. They have established numerous business partnerships and are working to establish work based learning opportunities for our students.** | **This partnership have been active for about 4 year and was developed in the community as a means of supporting the work of the school district in an effort to ensure collective action that would improve the community.** |
| **Northern Kane CTE** | **The Illinois State Board of Education divides CTE up into different regions around the state. U-46 is pooled together with three surrounding school districts. The districts have come together and agreed to establish a regionally based career pathway program, and the Precision Manufacturing Program was selected for participation.** | **This partnership has existed for over 10 years, but it has only been in the past several years that they began working together to establish the regional career pathway program. The superintendents agreed upon common requirements for all participating programs and funded staff and equipment to support it.** |
| **Technology Manufacturing Association** | **This organization provides work based learning opportunities for our students thru job shadowing in addition to hosting manufacturing competitions and providing feedback on project designs being done in the program.** | **This partnership has been in place for the past five years and was developed in order to provide our students with more opportunities to showcase their skills and have more in depth work based learning experiences.** |

# **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)

**As stated previously when the program was established workforce data from both the Kane County Department of Employment and Education and the Illinois Department of Employment Security was examined. They also surveyed employers in the region to gather additional employment data and seek support/assistance with the program development. The advisory board that was established along with the program meets on a quarterly basis and reviews information from the Bureau of Labor Statistics and the Elgin Workforce Development Group (EDG). The information from the EDG includes reports from both the regional director of the Illinois Department of Employment Security and the regional human resources manager of Manpower. Additionally, the advisory board itself is composed primarily of manufacturing companies in the region.**

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)

**The** **Occupational Safety and Health Administration (OSHA) has very strict requirements regarding manufacturing. These requirements include not allowing anyone under the age of 18 to be on the floor of a manufacturing plant. As a result we are extremely limited in our ability to offer direct work based learning experiences to students. We have representatives from local businesses come in and do classroom presentations on a regular basis and do field trips/tours to expose students to actual manufacturing plants, but that is the extent of work based learning that we are able to offer to ALL students. We do have the Streamwood Career Exploration Program, which allows 15 students to complete a forty hour externship program over their spring break. We are also actively working with our business leaders and OSHA to determine alternative means of providing these valuable experiences to more students.**

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**  |
| **Measurement, Materials & Safety** |  |
| **Job Planning, Bench work & Layout** |  |
| **Manual Milling Skills I** |  |
| **Turning Operations: Turning Between Centers** |  |
| **Turning Operations: Turning Chucking Skills** |  |
| **Grinding Skills I** |  |
| **Drill Press Skills I** |  |
| **CNC Turning: Programming Setup & Operations** |  |
| **CNC Milling: Programming Setup & Operations** |  |
| **CNC Turning: Operations** |  |
| **CNC Milling: Operations** |  |

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?** |
| **Armin Tool** | **They provide consultation services for our program, serve on the advisory board, conduct classroom presentations, provide industry tours, and serve as an employment option for our students after graduation. They have been involved with the program from its inception.** | **This partnership has been active for about five year s and was established when the program was developed. After conducting a survey of regionally based manufacturing businesses all companies that responded were contacted individually to gauge their interest and determine their potential level of involvement and contributions to the program.** |
| **Harman Engineering** | **They provide consultation services for our program, serve on the advisory board, conduct classroom presentations, provide industry tours, and serve as an employment option for our students after graduation. They have been involved with the program from its inception.** | **This partnership has been active for about five year s and was established when the program was developed. After conducting a survey of regionally based manufacturing businesses all companies that responded were contacted individually to gauge their interest and determine their potential level of involvement and contributions to the program.** |
| **Wyler Engineering** | **They provide consultation services for our program, serve on the advisory board, conduct classroom presentations, provide industry tours, and serve as an employment option for our students after graduation. They have been involved with the program from its inception.** | **This partnership has been active for about five year s and was established when the program was developed. After conducting a survey of regionally based manufacturing businesses all companies that responded were contacted individually to gauge their interest and determine their potential level of involvement and contributions to the program.** |
| **Haumiller Engineering** | **They provide consultation services for our program, serve on the advisory board, conduct classroom presentations, provide industry tours, and serve as an employment option for our students after graduation. They have been involved with the program from its inception.** | **This partnership has been active for about five year s and was established when the program was developed. After conducting a survey of regionally based manufacturing businesses all companies that responded were contacted individually to gauge their interest and determine their potential level of involvement and contributions to the program.** |
| **IMS Buhrke-Olson** | **They provide consultation services for our program, serve on the advisory board, conduct classroom presentations, provide industry tours, and serve as an employment option for our students after graduation. They have been involved with the program from its inception.** | **This partnership has been active for about five year s and was established when the program was developed. After conducting a survey of regionally based manufacturing businesses all companies that responded were contacted individually to gauge their interest and determine their potential level of involvement and contributions to the program.** |

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)

**Please see the attached press release from Harbor Freight Tools regarding the recent award presented to Matt Erbach, the program’s teacher at Streamwood High School.**

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?** |
|  |   |  |
|  |  |  |
|  |  |  |

# **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.