# **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: Greensburg Agricultural Education Department
2. Point of Contact  
    Name: Greg Schneider

Email Address: gschneider@greensburg.k12.in.us

Phone Number: 812-663-7176  
Address: 1000 E Central Ave, Greensburg, IN 47240

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

☐ Area technical center

☐ Career academy

X Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

|  |
| --- |
|  |

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

X Agriculture, Food & Natural Resources Career Cluster

☐ Architecture & Construction Career Cluster

☐ Arts, A/V Technology & Communications Career Cluster

☐ Business Management & Administration Career Cluster

☐ Education & Training Career Cluster

☐ Finance Career Cluster

☐ Government & Public Administration Career Cluster

☐ Health Sciences Career Cluster

☐ Hospitality & Tourism Career Cluster

☐ Human Services Career Cluster

☐ Information Technology Career Cluster

☐ Law, Public Safety, Corrections & Security Career Cluster

☐ Manufacturing Career Cluster

☐ Marketing Career Cluster

☐ Science, Technology, Engineering & Mathematics Career Cluster

☐ Transportation, Distribution & Logistics Career Cluster

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

*With a motto of “All About Learning by Doing”, the Greensburg Agricultural Education Program has been a valued, innovative part of Greensburg Community Schools since 2010. While the program itself actively serves 125 students in grades 9-12 (total enrollment: 700), we also provide support for agricultural education and agriculture literacy programing and service learning opportunities throughout the Greensburg Community Schools (2,250 students), the Greensburg Community and Decatur county. We are a city school located in a population center of 12,000, surrounded by a vibrant and progressive agricultural community – a perfect location for an agricultural education program.*

1. Please check the geographical and demographic setting for your program of study and describe the geographic and economic conditions of the region served by the school.

☐ Urban

☐ Suburban

X Rural

☐ Other

1. Please describe how your program of study was developed and how it ensures learners are academically and technically prepared for both postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and continue to be involved in the maintenance of your program of study?

*The original agriculture program at Greensburg Community Schools was disbanded in the early 1960’s. At that time, the need for high school agriculture as a curricular offering was shifted to the two county schools. In 2010, in an effort to increase more career offerings, agriculture was brought back to Greensburg. Three years later, in 2013, the school corporation invested more than $2 million dollars in building a Career Center to offer CTE courses as part of a comprehensive school. The Agriculture program is housed in this new facility, along with Industrial Manufacturing and Construction/Building Trades. As part of the design/build process, a committee was formed by representatives of area manufacturing, construction and agricultural businesses to insure a facility was created that would meet industry needs.*

*The Greensburg Agricultural Education Program maintains an active Advisory Council comprised of parents, administrators and agribusiness people. The Advisory Council meets regularly to offer advice and guidance as the program grows and adapts with the needs of student populations, agricultural industry and community.*

*The Agriculture program solidly connected with the local agriculture industry during the summer of 2016 when the AgriScience teacher, Greg Schneider, participated in The Indiana Department of Education’s (IDOE) “Teachers in Industry” program. During this summer, Mr. Schneider job shadowed at five different facets of agriculture in order to understand job skills and meet with business owners to determine needs and how to best prepare students. Multiple opportunities for placement within Work Based Learning (WLB) resulted from these* *connections. Students have the opportunity to be placed at various agribusinesses throughout the community as part of WBL and the agriculture program is a valued source of trained labor for simple extra-curricular employment.*

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

*Production Agriculture and related support services are a thriving industry and a major economic contributor in Greensburg/Decatur County. We work closely with the local Agriculture Industry to foster an interest in agriculture as a career among our student population. Time and again, employers recognize that the key to creating long-term employees that are dedicated to the company and the community is to hire from within the community. As the AgriScience Teacher, it is my responsibility to prepare students for these career opportunities.*

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

*All students are encourage to pursue post-secondary education at some level. With the exception of an introductory level course, all agriculture classes are offered as dual credit through Ivy Tech, our state community college.*

*Professional develop in the areas of project based learning and inquiry based learning (Dupont’s National AgriScience Teacher Ambassador Academy/2017 and Curriculum for Agricultural Science Education/2018) have enabled Mr. Schneider to offer rigorous and relevant learning opportunities. We also work closely with the National FFA Organization as an active participant in the Service Learning portfolio. Through service learning, students develop an appreciation for being part of a larger community.*

*All of the aforementioned learning opportunities are actively supported through the partnerships forged with local, state and national agriculture industry. Industry sees great value in the way we seek to create a growth mindset where students are active learners and engaged problem solvers. Students learn how to apply knowledge in real world situations.*

*Extending beyond a simple “memorize & repeat” pedagogy enables student to develop a resilient growth mindset. The agriculture room is a Fail Safe environment, meaning it’s safe to fail. When faced with setbacks, students are trained to re-evaluate what did not work and then approach the challenge from a different angle. They learn the advantages of working as a member of an effective team. They also learn how to identify, mitigate and manage the pitfalls of ineffective teams.*

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

*The program of study utilized by the Greensburg Agriculture Education program is the approved state curriculum and result of work with Purdue University, Ivy Tech Community College, Indiana State Department of Agriculture and other post-secondary institutions through the State of Indiana. State Standards for all agriculture classes are regularly reviewed and revised in order to keep them current with Industry needs. Industry certifications currently have priority emphasis at state level planning as this is becoming an increasing valuable skills verification tool for students as they enter the workforce after graduation.*

# **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).

*While officially classified as a Rural community, it is important to note that the vast majority of student learners that attend GCHS come from within city limits and have a non-agriculture background with anticipated limited understanding of program content. While the goal of the Greensburg Ag Ed Program is to inspire the next generation of agriculturalist, we also seek to create agriculturally literate consumers that understand how modern agriculture will feed an ever burgeoning global population. With this in mind, we offer the following data on our learner population:*

**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?** | **680** | **706** | **698** |
| What is the total number of minority learners served by your school/institution? | 31 | 51 | 60 |
| What is the total number of low-income learners served by your school/institution? | 259 | 285 | 302 |
| What is the total number of learners with disabilities served by your school/institution? | 74 | 78 | 83 |
| What is the total number of English language learners served by your school/institution? | 5 | 7 | 6 |
| **What is the total number of learners served by your program of study?** | **76** | **89** | **105** |
| % male learners in program of study | 58% | 71% | 70% |
| % female learners in program of study | 42% | 29% | 30% |
| % minority learners program of study | 0% | 4% | 2% |
| % low-income learners program of study | 27% | 37% | 32% |
| % learners with disabilities program of study | 8% | 14% | 6% |
| % English language learners program of study | 0% | 3% | 0% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 66% | 70% | 54% |
| % 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 | 1% | 0% | 1% |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 100% | 94% | 100% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | 75% | 75% | 44% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 25% | 25% | 56% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | N/A | N/A | N/A |
| 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 | N/A % | N/A % | N/A % |
| % 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) | N/A % | N/A % | N/A % |
| % 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.

*All data is compiled from hard copies that are kept in the guidance department’s record room and also stored in student data information management system.*

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

*The agriculture program works closely with our special education department to insure all learners have access to the learning opportunities offered through agricultural education. Through differentiated instruction/assessment, after school assistance and dynamic faculty partnerships, we actively seek to provide necessary accommodations to insure the success of all agriculture students.*

*The agriculture program also works with our special needs students and supports multiple opportunities for providing social and tactile learning engagements.*

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)

*As are data illustrates, the student population serve by Greensburg Community Schools is predominantly Caucasian without much ethnic diversity. We do; however, have a diverse student population in terms of economic and social backgrounds. As the city school, the vast majority of students do not come from an agriculture background, which also offers challenges in ensuring not only learner success, but attracting students to enroll in the agriculture program. This challenge is met through diverse course offerings and multiple experiential and service-based learning experiences that appeal to all students.*

*Through our relationships with the agricultural community and related industries, students from a non-agricultural background are provided with first hand experiences in production of food, fuel and fiber. Regardless of a pursuit of an agriculture career, all students that participate in the Greensburg Agriculture program develop a better understanding of agriculture as a whole.*

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)

*The Greensburg FFA Chapter was chartered in 2010. Greensburg Agricultural Education and Greensburg FFA are co-brands of our overall program. We are an affiliated FFA Chapter, so every student that enrolls in an agriculture class is part of our FFA chapter and has equal opportunity to participate in all activities.*

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)

*We do not have an agriculture program in the junior high, so students are exposed to offerings by creating a highly visible high school agriculture program. We work with the career exploration classes in the Junior High and we are working on a display, at the junior high school, to feature a variety of agriculture careers through the use of mannequins dressed in appropriate work attire and sign boards with information on the careers. We are also breaking ground on an Agricultural Learning Center in spring 2019 which will allow even more hands-on opportunities to engage with current and prospective students.*

*With students declaring a career pathway in eighth grade, Career Guidance is a key component for program recruitment. Efforts are made to keep counselors current with course offerings and program improvements. Once a career pathway is declared, students are enrolled in all identified courses for the chosen career. Additionally, students are encourage to develop an appropriate SAE and to participate in related FFA Career Development Events. The effective utilization of the three circle model of CTE assists greatly in creating a student that is college and career ready.*

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)

*The curricula for all agriculture classes taught at Greensburg Community High School are guided by the adopted standards as approved by the Indiana Department of Education. These standards are regularly reviewed by Indiana agriculture teachers and IDOE staff, along with industry input, to assure the course standards are meeting the needs of industry. Agriculture course standards can be found at:* [*https://www.doe.in.gov/standards/cte-agriculture*](https://www.doe.in.gov/standards/cte-agriculture)*.*

*Indiana’s Team AgEd is currently working with industry and post-secondary institutions to create avenues for students to earn industry certification upon the successful completion of designated career pathways. Additionally, students have the option to earn a Work Ethic Certification that can be used to assist with securing post-secondary employment. (*[*https://www.in.gov/dwd/files/we\_Program\_Overview\_08-07.pdf*](https://www.in.gov/dwd/files/we_Program_Overview_08-07.pdf)*) Both of the above are being created, or have been created, with input from state level industry input.*

*At the local level, Greensburg Community Schools works very closely with all industries in our community to seek not only input, but support in helping our students graduate work-ready. Although we cannot deviate from state approved course standards, local industry input is sought in driving the course content as much as possible as we have some limited flexibility in where we place course emphasis. We also use industry input to create and enforce workplace safety standards (i.e. required PPE) and classroom team structure for work-related project based learning experiences. These practices help prepare our students for the work environment and team expectations they will find in the workforce after graduation.*

# **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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | ALG I  OR  GEOM | BIO | N/A | WORLD LANGUAGE | ELECTIVE  Intro to Agriculture |
| **10** | ENGLISH | GEOM OR  ALG II | CHEMISTRY | WORLD HIST OR AP WH  OR GEO | WORLD LANGUAGE | ELECTIVE  Ag Power, Structures & Technology  Natural Resources |
| **11** | ENGLISH | ALG II  OR  P-CAL/  TRIG | ANT &PHYS | US HIST | WORLD LANGUAGE | ELECTIVE  Plant & Soil Science  Animal Science  Landscape Mgmt. |
| **12** | ENGLISH | PCAL/  TRIG  CALCU | ZOOLO  ADV BIO | GOVT/  ECON | ELECTIVE | ELECTIVE  Advanced Animal Sci  AgriBusiness Mgmt |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

*Strategic and intentional efforts are made to infuse agriculture across the curriculum. Agriculture students enter their project based learning research projects as part of the Agriculture Division in the school science fair. The agriculture program works with the English department in selecting and supporting common readings that involve various aspects of agriculture. We have three aeroponic vertical growing systems that are available for loan to science classrooms in all grade levels (K-12). These Tower Gardens are maintained and supported by trained agriculture students. The tower gardens are also displayed in the cafeteria when produce is being served on the school salad bar as part of our Farm-to-School initiative. Agriculture students from all classes regularly plan and facilitate educational programs at the elementary school as part of an agricultural literacy program.*

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)

*With the exception of the introductory level course, all agriculture courses are offered as dual credit through a cooperative partnership with Ivy Tech Community College. We have offered a dedicated service learning agriculture course as a capstone experience where senior agriculture students align a passion with a community need. Students then create a plan of action and identify resources and community partners that can assist in achieving project goals. Students then execute the plan.*

*School wide data:*

*Dual credit course: 43*

*Dual Enrollment: 8*

*AP classes: 6*

*Certifications: 17*

*Articulation agreement with Indiana-Kentucky-Ohio Regional Council of Carpenters Joint Apprenticeship Training Fund.*

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?** |
| Purdue University | Purude University has been a valued partner by providing technical support and speakers for our Agricultural Safety series. We also work closely with Purdue Extension as we investigate developing learning laboratory experiences for our students. Purdue is also a key layer in curriculum development for the state. | This partnership has been active since the program began in 2010, but we have increased our level of collaboration in the past four years. |
| Ivy Tech Community College | Ivy Tech Community College is the supporting institution for Indiana’s Dual Credit program. We also work closely with the Ivy Tech’s Agriculture Program in providing support for student projects. Ivy Tech has provided an instructor for our welding program and is currently working towards pathway completion certificates for dual credit course offerings. | This partnership has been active since the program began in 2010. |
| AgriNovus | AgriNovus is a newly created organization charged with responsibility of implementing the ISDA’s 10 year strategic plan to combine agriculture with the allied industries of BioSciences.  The Greensbug Ag Ed Program has been working with AgriNovus to provide avenues and pilot projects to engage with the K-12 student population in creating a pipeline of talent to meet this identified need and area for growth. | This is a new and exciting partnership that was created last year. |
|  |  |  |

# **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)

*On an alternating year basis, AgriBusiness students tour local agribusiness to learn about business management and employer needs. They also look at the demographics in Greensburg and the surrounding area in a 30 mile radius. While the catalyst for this information is course-specific, the data compiled is used to assist in plotting the direction of overall agriculture program course offerings. Information is also gathered through an active Advisory Council and the teacher meets regularly with the agriculture industry through the course of daily activities and through dedicated scheduled visits with human resource officers.*

*Again, employers recognize that the key to securing employees that will prove a solid investment of time and training, is to hire from within the community. It is the responsibility of the AgriScience teacher to prepare students for these career opportunities. Providing support for the community and local agriculture industry that so actively supports the agriculture education program is one of the most rewarding parts of an agriculture teacher’s job.*

*On broader level, the school corporation has a Career & Technical Coordinator that also works diligently to compile statistics and meets regularly with all industries in Greensburg/Decatur County to insure our students are career and college ready.*

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 agriculture students have the opportunity to engage in Supervised Agricultural Experience projects. Some students use classroom activities as their record keeping project to create a portfolio of experiences and to keep track of hours spent on various community service projects. We use Agriculture Experience Tracker (AET) for this purpose.*

*We have also developed a summer internship program where students would be able to rotate through various agriculture jobs to experience the aspects of the agriculture industry. We are waiting funding to launch this program. (see supporting documentation).*

*For those students that seek a dedicated Work Based Learning course (i.e. early release from school), we have established internship opportunities with several agribusiness in the Greensburg area. These internships are competitive and students must successfully interview to be awarded the internship.*

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)

*We are currently in the process of actively identifying those certifications that we can offer to advance our student population. In particular, we are investigating certifications offered in welding and landscaping. This is also a state-wide effort with Indiana agricultural education.*

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?** |
| Indiana Department of Natural Resources | The IDNR works closely with our Natural Resource Mgmt classes. Students assist with Best Mgmt Practices at a nearby wildlife area.  Through service learning, students have performed the following tasks:  Predator Assessment, Controlled Burn, Plant inventory, Habitat improvement and Waterfowl management practices at the City Park. | This partnership has been active for the past three years and has grown considerably over the past two years as a result of an environmental service grant offered through the National FFA Organization. Students perform tasks that provide valuable information to the property manager and free up employees for other tasks. Students learn in the process. It’s a true Win-Win |
| Koenig Equipment  (John Deere Dealership)  Miller Equipment  (New Holland)  Stones Farm Service  (Kubota Dealer) | We work closely with all agriculture equipment dealers. Our dealerships provides regular guests speakers and field trip opportunities. We work with them at our Farm Bureau Ag Day and they provide large equipment for community agriculture literacy events. | These partnerships have been growing for the past four years. They have really blossomed as a result of the Teacher in Industry experience during the summer of 2016. |
| City Government/Local Community | The City of Greensburg has been a valued partner in all agriculture classes. Landscape students maintain landscaping at city properties. NRM students assist with waterfowl management, trail maintenance and other tasks at City/County parks. AgriBusiness students engage with local government and the chamber of commerce to promote/develop youth voice in city planning and local commerce. | Civic partnerships have been an active part of the Greensburg Agricultural Education Program for the past four years. We are very fortunate to live in a community that recognizes the importance of youth in the sustaining a growing and vibrant community. |

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

*The Greensburg Agricultural Education Program works diligently to provide students with meaningful learning experiences. We are very fortunate to have found willing partners in our community and state. The level of student investment is what creates a successful project. When students invest themselves personally, they become active learners. They are engaged and they are thinking. They are developing skills that they will remember and use for the rest of their lives.*

*It truly does take a village to raise a child. The following are just three examples of the success we all enjoy when a community works together towards that inspiring task.*

***My Community. My Vison.*** *During the 2016-2017 school year, AgriBusiness Students partnered with city planners in creating a youth voice during the City of Greensburg’s bid for a Stellar Community designation. As part of a state directed service competition, AgriBusiness students worked with a mentor from Ball State University’s School of Urban Planning to create a youth driven vision for the City of Greensburg. Students conducted a SWOT analysis and developed a vision statement for several aspects of life in Greensburg. Data collected was compiled into a vision plan.*

*The students then presented their plan at a meeting with the Lt Governor at the State Capitol. This plan was incorporated into the City of Greensburg’s Stellar Community application. Students worked very closely with all Local Units of Government during this process and forged partnerships that are still viable today. The students won “Best Plan” in the state-wide competition, but more importantly, they developed professional skills and learned how to identify and leverage resources as agents of positive change in their community.*

***Westerkamp Wildlife Area (WWA).*** *WWA is a 90-acre state wildlife area located four miles from the high school. It’s also about one hour from the managing DNR property. This presents a challenge for DNR staff to properly manage the WWA property. This challenge was solved by creating a partnership between the DNR and the Greensburg Agriculture Education Program.*

*Students enrolled in Natural Resource Management (NRM) class, and other agriculture classes as tasks relate, have the opportunity for real-world service experiences. To date, NRM students have conducted the following Best Management Practices: a predator assessment involving trail cameras and a staked deer carcass. Images captured were reported back to the property manager and district wildlife biologist. A prescribed burn of WWA was conducted this fall in cooperation with the DNR and the Greensburg Fire Department. While the students did not actively participate, they assisted with organizing the multi-agency event and were able to observe during the burn. Horticulture students conducted a plant species assessment pre- and post-burn. Students will be conducting Habitat Improvement practices this spring and next fall. Due to this partnership, plans are being made to install a parking lot on the property to allow easier access for the students and general public.*

***Community Pig Project.*** *Decatur County ranks seventh in hog production and we are in the top third of Indiana counties in grain production. Agriculture is big business. We also have 50% of our student population on free & reduced lunch and the community has a very active soup kitchen and homeless shelter.*

*Agriculture students in the Animal Science class use a community strength to address a community need. Each year, a local hog farm donates six feeder pigs to the FFA Chapter. One of our feed mills sponsors the feed to finish those feeder pigs to processing weight. A farm near school, that no longer raises hogs, provides access to one of the hog barns. Animal Science students provide the labor to raise the pigs. The cost of processing the hogs is paid by “Hoosiers Feeding the Hungry”. All resulting pork is donated to food pantries and meal programs in our local community.*

*The results: Non-agriculture background students gain an intimate knowledge of how food is raised and firsthand experience with animal agriculture. Local agriculture provides support that is viewed very favorably by the general public. And together, everyone address local food insecurity. The Community Pig Project is a wonderful example of the synergy that develops when everyone shares their strengths.*

*The above are just a three examples of the work performed by the students of the Greensburg Agricultural Education Program. The level of synergy in these partnership is what makes them so noteworthy. Students have access to high level resources in terms of equipment and expertise while they learn to perform real world/real career tasks that are curriculum driven, all while they are performing a valuable service. Truly effective and lasting partnerships are symbiotic – we all gain in this process*

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?** |
| National FFA Organization | The National FFA Organization provides technical/logistical support in developing our Service Learning opportunities as well as financial support through successful grant application. | This partnership has been active within our program of study since 2015. While always in existence, the partnership was developed through mutual desire to foster student success through service learning opportunities. |
| Greensburg Fire  Decatur County Memorial Hospital  Greensburg Police  Decatur County Sheriff’s Dept. | All emergency response agencies have been active partner with the agriculture program through offering safety training for students and the agriculture communities. | This partnership has been active for four years. It is the initial result of a service learning grant designed to address youth injuries, but the partnerships have grown to include many opportunities to work together over the past four years. |
| Decatur County Community Foundation  Ag Field of Interest. | The DCCF has provided funding for many projects that foster an understanding of agriculture. Through the “Ag Field of Interest” board member connections, we have been able to leverage support for program growth. | This partnership has been active for three years. It is a result of grant applications and also Mr. Schneider serves on the Ag Field of Interest board as an education specialist in support of local agriculture. |

# **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).