# **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: Coleman Regional Agriscience Center
2. Point of Contact  
    Name: Marie Zwemmer

Email Address: mzwemmer@colemanschool.net

Phone Number: 989-465-6171  
Address: 4951 N. Lewis Rd. Coleman, MI 48618

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

x Area technical center

☐ Career academy

☐ Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

|  |
| --- |
|  |

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

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.

Agriscience is a two year course is designed for juniors and seniors and focuses on the Agriculture, Food and Natural Resources Industry. Through hands-on, experiential learning, students will gain technical, mechanical and academic knowledge and skills in areas such as animal science, plant science and natural resources. Students will gain the 21st century skills, through technology rich, business connected projects and assignments that will prepare them for careers or further education in the Agriculture, Food and Natural Resources industry. During the first year students attend class five days per week. After becoming completers, students either complete either a work-based learning experience or a research project associated with a college university.

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:

Our program of study was developed after the instructor becoming certified to teach Curriculum for Agricultural Science Education (CASE). With this curriculum, students are able to completers after one school year, therefore there was a need to determine a curriculum for returning students that would serve those students who did not want to pursue a postsecondary education and those that did. Therefore, with the help of our community partners and stakeholders, we were able to design a curriculum that consists of students who are in the first year, come to class 5 days per week and complete the CASE curriculum, which allows students to learn about and explore numerous subject areas and careers in the areas of Animal Science, Plant Science, Food Science, Natural Resources and Conservation just to name a few. After completing the first year, students can choose one area of interested from the previous year to focus on during their second year of the program. With the help of employers students who are completing their second year complete work-based learning opportunities three days per week in lieu of coming to class. During the two class days, the instructor works through various curriculums, in order to ensure that students are learning additional concepts related to their work experience. Employers are met with every nine weeks to go through student goals and curriculum being taught in order to ensure that what is being taught connects to the students work experience and the needs of the employers. Furthermore, if students who are college bound have the option of completing a Agriscience Research Project with a university in lieu of the work experience if they so choose. All second year students do receive two industry certifications as part of their curriculum.

To meet the economic needs of our community, students work in positions, both paid and unpaid all throughout the community. Through the work-based learning program, students gain skills without the burden on employers to have to pay for their labor. This allows students to gain real-life experiences, while the employers are able to train students who then can later come back and work for them. Furthermore, the projects completed by students throughout the first year allow food products to become available at community members and for projects, such as the community garden to be completed that directly puts money back into the community where we are.

To prepare students for postsecondary education, we have aligned the curriculum to meet State and National Content Standards. Furthermore, we have created school improvement initiatives in areas of reading and writing that are incorporated into our curriculum that teach students the needed skills that are needed in order to be successful on the SAT during post-secondary education. Furthermore, we provide students with numerous career exploration and development opportunities that help to guide them into interested areas of study.

We have at least two advisory committee meetings per year where, secondary and postsecondary educators, students, parents, school administration and business representatives help to continually develop the program.

# **LEARNER POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on learner achievement will not be eligible for consideration. (100 word limit)  
     
     
   Our student body is comprised of an average student body size of 681 students, 47% of which are low income learners. Average program enrollment is 59 students, who come to us from Clare, Gladwin and Midland County High Schools, with a majority of those students, being female. Though we have a high percentage of low income learners, approximately 80% of the students are able to earn post-secondary credit, due to our articulation agreements with local colleges and universities. Furthermore, course curriculum allows completers to earn two industry certifications prior to graduation.

Information from post-secondary level is not available due to our students not being tracked following graduation.

**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?** | 695 | 658 | 691 |
| What is the total number of minority learners served by your school/institution? | 23 | 23 | 23 |
| What is the total number of low-income learners served by your school/institution? | 406 | 382 | 403 |
| What is the total number of learners with disabilities served by your school/institution? | 119 | 119 | 119 |
| What is the total number of English language learners served by your school/institution? | 7 | 13 | 6 |
| **What is the total number of learners served by your program of study?** | 47 | 62 | 68 |
| % male learners in program of study | 26% | 20% | 24% |
| % female learners in program of study | 74% | 80 % | 76% |
| % minority learners program of study | .02% | .03% | .02% |
| % low-income learners program of study | 47% | 47% | 47% |
| % learners with disabilities program of study | .01% | .01% | .01% |
| % English language learners program of study | 0% | 0% | 0% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 82% | 86.8 % | N/A |
| % of learners in program of study who earned an industry-recognized credential | 0% | 7 % | 25% |
| % of learners in program of study who participated in work-based learning | 0 % | 23 % | 25% |
| % 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) | 16.5% | 17.7% | N/A |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 35% | 36% | N/A |
| **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.

Data was generated through the Coleman Community Schools, School Improvement Committee and Career and Technical Information System.

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

Throughout the school year and summer we attend numerous career fairs and career and technical education days that allow students from Clare, Gladwin and Midland counties to learn about our program and the opportunities that they have by attending our program. We also have two other outreach events, one at the Midland County Fair and the other out our facility. At these events, prospective students and parents from numerous school districts and counties are able to see various showcased projects and activities that students are able to participate in. This participation in events and activities outside of the Coleman School District, allows us to ensure that students from all backgrounds have information and access to our 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)

In order to ensure learner success, we focus on differentiated learning and assessment in order to ensure that students from all backgrounds and walk of life are able to display their mastery of skill. Students are able to choose how to complete assignments and projects based on their learning. Furthermore, various forms of formative and summative assessments such as paper/pencil based or show and explain, which allows us to determine student’s mastery concepts in multiple formats.

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)

As students of the Coleman Regional Agriscience Center, students are members National FFA Organization. As members, students participate in leadership and career development workshops, attend state and national conferences and compete in numerous contests. Furthermore, they are able to apply for and obtain a plethora of degrees and awards, which relate to agriculture education and other personal interests related to agriculture.

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)

Career guidance begins during our first section when students work in conjunction with the Midland ESA in order to complete their career cruising educational plans, as well as their paperwork to complete at least one job shadow throughout the course of the year. Later in the year, students also work with the staff at Midland ESA in order to prepare and participate in Ready, Set, Get Hired. This event requires students to create portfolios and prepare for a series of mock interviews. Second year students complete work-based learning experiences throughout the school year in order to gain knowledge and real-life experiences by working at a local business. Students make quarterly goals for themselves and are evaluated every nine weeks by their employer.

Throughout the school year and summer we attend numerous career fairs and career and technical education days that allow students from Clare, Gladwin and Midland counties to learn about our program and the opportunities that they have by attending our program. We also have two other outreach events, one at the Midland County Fair and the other out our facility. At these events, prospective students and parents from numerous school districts and counties are able to see various showcased projects and activities that students are able to participate in.

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 |  |
| Career Cluster or Technical Standards |  |
| Employability Standards |  |
| Other |  |

Please see attached standards taught.

# **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/LA | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **9** | English 1 | Algebra 1 | Biology | U.S. History |  |  |
| **10** | English 2 | Geometry | Chemistry | Government/Economics |  |  |
| **11** | English 3 | Algebra 2 | Physics/Agscience | World History | Supervised Agricultural Experience and participation in FFA Activities | Agriculture, Food and Natural Resources 1  \*\*Students who successfully become completers are able to articulate up to 26 Credits at Davenport University |
| **12** | English 4 | Trigonometry | Physics/Agscience | N/A | Supervised Agricultural Experience and participation in FFA Activities  Completers who have obtained the MI FFA State Degree can receive 6 credits to Michigan State University or the Institute of Agricultural Technology | Agriculture, Food and Natural Resources 2 |
| **13** | English 111  Com. 114W | Math 119 |  |  | Supervised Agricultural Experience and participation in FFA Activities  Fundamentals of Soil Science  Ag. Industries Seminar | Agriculture, Food and Natural Resources 3 |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

In order to ensure that our course integrates with core academic courses, our students complete quarterly essays in conjunction with their English classes. The teacher is paired with an English teacher of the grade level of their students. These two teachers work together to create a common rubric for the essay that the students are to write. The essay topic is agriculture related, however the type of essay (argumentative, persuasive, etc.) is determine by the core content teacher. The essay is graded by both the agriculture instructor and English teacher per the rubric, which the students receive when the essay is assigned.

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)

Students who become completers after the first year are able to articulate up to 26 credits at Davenport University. Furthermore, students who complete the second year with capstone are able to obtain 6 credits to Michigan State University to the Institute of Agricultural Technology.

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?** |
| Michigan State University | For a Michigan high school student, making a commitment to education in agriculture, food and natural resources through earning a Michigan High School State FFA degree is a big accomplishment.  **FFA Degree Completers can earn 6.0 general credits coming into**[Michigan State University (MSU)](http://msu.edu/)**or the**[Institute of Agricultural Technology (IAT)](http://canr.msu.edu/iat)**.** | This program is available through a partnership with MSU, the College of Agriculture and Natural Resources (CANR) and the Michigan Department of Education and was developed in 2015. |
| Delta College | For a Michigan high school student, making a commitment to education in agriculture, food and natural resources through earning a Michigan High School State FFA degree is a big accomplishment.  **FFA Degree Completers can earn 6.0 general credits coming into** [Institute of Agricultural Technology (IAT)](http://canr.msu.edu/iat) **through Delta College.** | This program is available through a partnership with MSU, the College of Agriculture and Natural Resources (CANR) and the Michigan Department of Education and Delta College and was developed in 2016. |
| Davenport University | For students who become completers at the Coleman Regional Agriscience Center, up to 26 credits can be articulated at Davenport University. | This program is available through a partnership between Coleman Community Schools and Davenport University developed in 2014. |
|  |  |  |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

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

In each area of agriculture, food and natural resources unit studies, students complete a career development piece. During this, we bring in numerous guest speakers and experts to talk about the demand in the field. Additionally, students complete at least one job shadow experience throughout the course of the year in order for students to gain first-hand knowledge on areas of industry. Finally, during the second year, students are able to be members of the workforce in order to help meet the labor shortage that the industry is currently facing.

In order to fully meet this demand, we are creating a talent consortium that will allow agricultural and manufacturing businesses in the industry to partner with us in order to fully identify their needs and create programs that will allow those labor needs to be met by students directly after graduation from 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)

No, completers are able to choose between completing a work-based learning experience during their second year or complete and extensive research project with a college/university or business. Students who choose to participate in work-based learning opportunity apply at the business of their choosing. If the business agrees to hire them, the students work 3 days per week. During this time they learn about various aspects of the job. Students must change and/or master new tasks every 45 hours. To date, students have completed work-based learning opportunities in schools, greenhouses, on farms, construction firms, at county farm bureau offices and for electrical and plumbing businesses.

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** |
| Floral Design Certification | OSHA-10 Safety Training |
| Michigan Nursery Landscape Association Cert. | iCEV Industry Certification of their choosing |
|  |  |

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?** |
| Gantec | Gantec employs students through our work-based learning program and also uses our greenhouse to conduct nutrient trials in our greenhouse in conjunction with student projects. | This partnership was developed in 2014 and was developed through our initiative to connect students with local business in order to master content. They reached out to us wanting to tour our facility. From that tour, a partnership was developed and our greenhouse was able to be used for school content and business research. |
| Midland ESA | Midland ESA helps connect and set students with job shadow opportunities, runs reality store where students walk through and budget real-life situations, prepare students for and implement Ready, Set, Get Hired. Additionally, the Midland ESA helps create agreements with sending schools making it easier for students to attend our program | This partnership was developed in 2013 and have been active since. It was developed as Coleman Community School explored the idea of opening a CTE program. They then helped the program become state approved and then continued student support with their career development facilitators. |
| M and M Feed Store | M and M Feed Store supplies all of our grain and bedding for the animals in the barn. Additionally, with their help, we have been able to use a livestock feed representative from Kalenbach Feeds in order to design feed experiments. | This partnership is only 1 year old as the business just opened. The partnership began as the business opened in very close proximity to the school and one of the owners works for the school. |
| Midland County Farm Bureau | Midland County Farm Bureau helps to connect students to the opportunities in agriculture. Students who receive the Michigan FFA Degree have their Michigan Farm Bureau membership so that they can participate in Michigan Farm Bureau activities and become more involved in the agricultural industry. We also partner with them for numerous events throughout the school year. | The partnership began upon program development in 2013 when the program was looking for the funds in order to renovate facilities and hire a teacher. |
| AgroLiquid | AgroLiquid Fertilizer is the first field trip of every school year. They fund the bus for our students to visit the IQHub, an agriculture education area at the facility. They also spend the afternoon with our students at their research farm | This partnership began upon completion of the IQHub and the program. Over the course of the years, we have grown from just the high school students attending and touring the facilities to multiple elementary classes attending as well. |
| Cozat Meat Packing | Cozat Meat Packing provides learning opportunities for students both in and out of the classroom. They come and teach students about various aspects of the meat and meat packing industry. Additionally, they provide extensive resources for classroom activities. | The partnership developed upon development of the program. Initially, the Cozat helped with the butchering of animals, but since then it has developed into students job shadowing, completing work-based learning opportunities and field trips. |

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)

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?** |
| Corteva | Corteva originally reached out to us when their company was developed after splitting from Dow and DuPont to determine how they can benefit our program and community. Corteva is going to assist in the classroom on numerous project and activities, as well as help with the creation of the community garden. | This is a new partnership and it was developed at the company became was developed and one of their missions was to be more active in the community. |
| Chippewa Nature Center | Our partnership began in 2016 as we looked to expand our Agricultural Kindergarten program. As partners we wrote a grant that allowed agricultural lessons to be taught by CNC educators in order for all of our K-7 Students receiving agricultural science lessons | This partnership began in 2016 and has grown from CNC educators teaching in K-2 Classrooms to all K-7 Classrooms, and was developed after one year of agricultural kindergarten and the need was identified for us to expand our program. |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

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

**THANK YOU!**

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

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

We look forward to learning more about your program!

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