# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the fifth 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 student 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; and
* Providing concrete data on the program of study’s impact on student achievement and success at both the secondary and postsecondary levels.

**ELIGIBILITY**

* This award is open to any 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 student achievement will not be eligible for consideration.
* If your program has received in an award 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 15, 2017 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/2018-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 student.
* 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; and
* 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 4-6, 2018.

**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/2018-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: **Elgin Agricultural Education Program**
2. Point of Contact
 Name: **Mrs. Cameron Dale / Mr. Marty Jones**

Email Address: **cdale@elginps.net / mjones@elginps.net**

Phone Number: **580-492-2535**
Address: **501 K Street, Elgin, OK 73538**

1. Applicant’s School/College: **Elgin High School**
2. State: **Oklahoma**
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.

**Elgin Agricultural Education Program make-up is defined as a component of a comprehensive high school in which agricultural education is the focus of the curriculum. The program of study has evolved into new and developing fields of agriculture and has existed since 1948. Although the age of the program might be telling of its history, it does not dwell in the past but rather does its due diligence to provide opportunities for careers in the 21st century.**

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

**Elgin, Oklahoma is a rural area with a population of 2,155, but Elgin Public Schools is not exclusive to rural natives and has a range of students from a variety of backgrounds. As such, the Elgin agricultural education department works with students who have a diverse set of interests in areas from traditional livestock production to agricultural leadership. Located just 20 miles northeast of Fort Sill, Elgin serves as a transition school for many high school students in military families. Through these varied backgrounds, Elgin strives to meet the needs of all students. This school year the program had over 150 students enrolled in courses. The diverse backgrounds are only matched by the assorted economic conditions of Elgin. Although the make-up of the economy in Elgin is small in comparison to neighboring communities like Lawton, it should not be overlooked. Elgin has benefitted from the growth of Lawton and Fort Sill as well as the oil and gas industry in Oklahoma. As a mostly rural area, much of the economy is focused on agriculture. This provides great opportunities as a teacher creating partnerships within the community, however as you could imagine this also poses issues as the agricultural markets change. Our agricultural community is based on two staples in Oklahoma, wheat and cattle. Our community’s economy depends on Mother Nature and the global markets to thrive. We have been blessed until more recently to have bumper yields and high prices however, Elgin is not immune to the economic downturn Oklahoma is facing. Our reliance on domestic oil and gas production has proven to be toilsome. Nevertheless, the program has an established tradition of excellence, and the community supports the program and its students. This reliance has been felt across all areas of our high school programs. The Elgin Agricultural Education program has invested time and energy to ensure our partnerships continue regardless of the mood of the economy. Citizens of Elgin are proud of the Elgin Agricultural Education program and will continue to support the needs of our students. Our collective goal is to prepare students by balancing the three areas of the agricultural education model and provide hands-on opportunities for students to apply their learned skills and achieve their goals in an agricultural context.**

# **STUDENT 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 student achievement will not be eligible for consideration. (100 word limit)

**Our program of study is diverse and yet remains successful. Using the identifying factors below, it is easy to see that our students are continuing to be diverse as the years progress. It is also interesting to see how our demographics relate and emulate the demographics of the school system. We believe it is important that our program mirror the diversity of the school. Since our program only serves high school students, we do not have data at the post-secondary level. Our program is limited to comprehensive high schools, we do not directly serve students outside of those boundaries.**

**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, not the entire school/institution. Additionally, only include data where students 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 | 2014-15 | 2015-16 | 2016-17 |
| **SECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  | 140 | 159 | 158 |
| % male students  | 54.3 % | 49.7 % | 39.2 % |
| % female students  | 45.7 % | 50.3 % | 60.8 % |
| % minority students | 20 % | 15.1 % | 12.7 % |
| % low-income students  | 24.3 % | 25.8 % | 20.3 % |
| % students with disabilities  | 17.1 % | 9.4 % | 4 % |
| % English language learners | < 1 % | < 1 % | < 1 % |
| Other relevant *demographic* data  |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.)  | 85.2 % | 85.3 % | 86.5 % |
| % of students who earned an industry-recognized credential  | 8 % | 7 % | 7.5 % |
| % of students who participated in work-based learning | 80 % | 100 % | 100 % |
| % of seniors who graduated high school (who were eligible/seniors)  | 100 % | 100 % | 100 % |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors)  | 95 % | 97 % | 97 % |
| % of graduates who entered the workplace and/or military (who were eligible/seniors)  | 5 % | 3 % |  3 % |
| **POSTSECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  | 0 | 0 | 0 |
| % male students  | % | % | % |
| % female students  | % | % | % |
| % minority students | % | % | % |
| % low-income students  | % | % | % |
| % students with disabilities  | % | % | % |
| % English language learners | % | % | % |
| Other relevant *demographic* data  |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible)  | % | % | % |
| % of students who earned an industry-recognized credential (who were eligible)  | % | % | % |
| % of graduates who entered the workplace and/or military (who were eligible)  | % | % | % |
| % of graduates 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.

<https://goo.gl/5p78EK>

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

**All students have equal access for successful outcomes regardless of their backgrounds. We understand that outcomes vary depending on student need and interests, however our program is constantly changing to meet those demands. Through a variety of resources including community partnerships, use of technology and hands-on learning environments and curriculum, our students only need the motivation and drive to ignite the flame of success. Access and outcomes are portrayed using a comprehensive communications system, where we inform our entire student body as well as parents, community members and supporters about the interworking of our program. As a data-driven and technology-supported program, we achieve our goal of equitable access through the use of on-line platforms to inform and engage students. Additionally, through our exit/graduation surveys, we have seen honest expressions of where our program can further meet the desired outcomes of students.**

1. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)

**Our strategies vary yearly, depending upon student motivation and interest. Through Carl Perkins Grant monies, we have purchase two Chromebook carts, touch-screen projectors, Elmo cameras, and video equipment that is used to close access gaps. Google Classroom is a daily resource used to keep students on track and task regardless of attendance. In this way, no student gets behind their classmates. Additionally, in the day and age of technology we have experienced virtual field trips to unpack the world of agriculture and explore the careers linked to the field. This has proven to be a remarkable tool to embrace technology and still provide work-based learning.**
2. What activities does your school or institution do to recruit elementary, middle, high school students and/or adult learners into the program of study? Please provide examples. (150 word limit)

**Elgin agricultural education constantly and actively recruits elementary, middle and high school students into our program of study. This goal is achieved through various platforms. One such partnership is though our recruitment program. Every spring semester our program puts together an informational assembly to inform and encourage new students. This provides a seed to be planted in the minds of prospective students. We nourish the seed by following up with students through our school gardening program, our Partners in Active Learning Support program, our fundraising programs, as well as our most important recruitment tool, our current students. Finally, we see the seed fully developing into a blooming plant as students transition from recruit to current student and eventually a graduate of our program. This is arguably the greatest way to recruit in any program, through the successful stories of former students.**
3. 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)

**Our students are all active members of the National FFA Organization. We are proud to submit our 100% dues-paying membership to the Oklahoma FFA Association as well as the National FFA Organization. This partnership has existed since 1948 and several of our recent members have served as State FFA Officers.**

1. Describe how career guidance/advisement is integrated into your program of study to support students’ completion of the program of study and entry into additional education/training and/or a successful career. 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)

**All of our entry level students, often students in the eighth-grade, are tasked to complete a foundational supervised agricultural experience. This experience is geared towards careers. Students research, job shadow and then journal the experience in the Agricultural Experience Tracker, which is an online site sponsored by our CTSO, the National FFA Organization. As a part of the program curriculum, students complete a survey to determine career interests and then engage in the experience. In an effort to provide real-world context, members of the professional-world along with college and technical school members are brought into the classroom to provide a hands-on, one-on-one interactions for the students. Although not all learners will be directly involved in agriculture as an adult, we feel there is value in providing every resource available to them to make sound and supported career decisions. Students are also taught as a part of the curriculum employment skills such as filling out applications for employment, resume building, and job interviewing. While the majority of students pursue post-secondary education through college or technical training programs, using differing approaches, we provide a rigorous level of commitment to our students to provide career guidance and readiness unlike any other program at our school.**

# **COLLEGE- AND CAREER-READY STANDARDS/EXPECTATIONS**

1. Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. Please also address the following:
	1. How were employers involved in the development and/or 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 students 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 Elgin Agricultural Education Program began on October 18, 1948. It began as a means of providing vocational training within the field of agriculture. The program was created by a committee of local business owners, supporters, school officials, state agricultural education staff and area alumni. Although many years have passed since its inauguration, the relationships forged from the beginning remain still. Our local community has persisted as the cornerstone of our program. From workforce training experiences to financially supporting local program incentives, the Elgin community is the base on which our program continues to build its tradition of excellence. The focus of our program is to ensure students are challenged academically and technically to allow for greater success in postsecondary education and their careers. This is achieved through rigorous curriculum using the Oklahoma CareerTech Curriculum and Instructional Materials Center. CIMC is one tool that allows us to provide a high-quality, competency-based, industry-endorsed education for our students that align with state and national standards. Since our curriculum is ever-changing, we stay efficient in meeting the economic need of Elgin. Through our workplace experience, students will graduate our program with technical and soft skills that equates to earning a job in their career choice. As a part of coursework in Agricultural Communications, students will create a professional portfolio. Each portfolio is unique however basics such as resume writing, letters of recommendations, philosophies of their chosen career are created and submitted into their portfolio. Former students have overwhelming expressed praise the value of the professional portfolios in their postsecondary education and career. Lastly, our program maintains a viable education for our students. Every year, our program is evaluated both on the local and state levels. Site administrators evaluate the program on effectiveness and meet with instructors to create a plan of improvement yearly. Secondly, postsecondary students and educators along with state Agricultural Education Program Specialists evaluate our program to ensure a rigorous program to continue to achieve success on the state and national levels. This fall our program was recognized as a three-star national program award through the National FFA Organization. This award is only given to elite programs in the top 10% of all programs across the nation. The Elgin Agricultural Education Program has earned this award for 38 consecutive years. It is only because of the rapport between the community of Elgin, local administration, state staff and postsecondary educators.**

1. Which technical, academic and/or employability skill 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)

**There is a link below to the same Google Drive folder as before. There is a folder with standards cross-walked for our program. This information was provided by Oklahoma CareerTech. This information describes the technical, academic and employability skill standards used throughout our program. The standards used are the National Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards.**

<https://goo.gl/5p78EK>

|  |  |
| --- | --- |
| **Standard Types**  | **Please list the standards your program of study uses and how it uses them below:**  |
| Academic Standards | **See Link Above.** |
| Career Cluster or Technical Standards | **See Link Above.** |
| Employability Standards  | **See Link Above.** |
| Other | **See Link Above.** |

# **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, and explain how your program of study ensures students 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](http://careertech.org/sites/default/files/PlanStudy-CareerCluster-AG_0.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 |
| **8** |  |  |  |  |  | Agricultural Explorations |
| **9** |  |  |  |  |  | Introduction to Agriscience I |
| **10; 11; 12** |  |  |  |  |  | Agricultural Communications; Horticulture; Agricultural Power & Technology; Advanced Agricultural Power & Technology; Agricultural Leadership; Livestock Production; Animal Science; Agriscience II; |

1. How do you ensure that CTE instruction and coursework is integrated with core academics?

**We strive to include through teacher-partnerships at the local level to integrated CTE instruction with core academics. Often, we see this work in reverse to achieve the goal. Our instructors incorporate core academics into our coursework.**

1. List the opportunities for students 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)

**This is an area of our program we are working to improve. At this time, our program only provides one opportunity for students to receive dual credit. For a student to graduate in the state of Oklahoma, each student must complete credits in areas such as Fine Arts. Recently, our program has been accredited to award dual credit for student who are declared proficient in agricultural communication. Students must pass a competency exam provide by Oklahoma CareerTech in order to receive the credit. This has proven to be a great recruitment tool for our program.**

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?** |
| Agricultural Education Department of OK CareerTech | This partnership is very active through financial support by providing educational opportunities for our students to interact with agriculture. | This partnership has existed since 1948 through the creation of the Agricultural Education Program at Elgin High School. |
| Oklahoma State University | This partnership is very active through financial support by providing educational opportunities for our students to interact with agriculture. | This partnership has existed since 1948 through the creation of the Agricultural Education Program at Elgin High School. |
| Cameron University | This partnership is very active through financial support by providing educational opportunities for our students to interact with agriculture. | This partnership has existed since 1948 through the creation of the Agricultural Education Program at Elgin High School. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. Please 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. If applicable, what labor market data does your program of study use to align to workforce needs? (250 word limit)

**Our program aligns with the needs of the local workforce through partnerships provide through interactions between student and business owners. This ensure our program is active in providing high-quality experiences for students to meet the demands identified by the industry. Additionally, through meeting with business owners through daily interactions, we can prove our students are experiencing education that is employable and marketable to both the local economy as well as the surrounding areas.**

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES or NO.

**YES.**

1. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

**Every student is required to participate in a work-based learning through their Supervised Agricultural Experiences or SAEs. These SAEs are based on a model that is supervised by instructors to increase rigor and value of the program. Many of our students begin through a job shadowing experience and transition to an entrepreneurship experience where they own the business and make the business decisions solely. Each work-based learning opportunity is unique to each student. Instructors meet individually with students to engage conversations and build the connections needed to be successful in their experience. Instructors then provide experts in the field to provide mentorships for each student. This mentorship has allowed for greater depth and breadth of the student experiences.**

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)

**The agricultural education program of study does not include any industry-based credentials/certifications at this time. Since there it does not include those credentials/certifications, none are offered. Our program is working to overcome this issue by building partnership will local industry leaders to develop curriculum that would include some credentials/certifications. Although the future is uncertain, we want to best prepare our students for the workforce upon graduation from our program.**

1. Please describe how you ensure the instructors teaching this program of study keep up-to-date on advancements in the workplace, such as participating in externships and/or requirements to have current industry credentials. (100 word limit)

**Through the use of Program Assistance money, provided by CareerTech, instructors keep updated on the latest innovations in agriculture. Our program uses the funds to pay for professional development for our instructors. Every year, the State Agricultural Education Department provides summer in-service training focused on workplace advancements. This keeps our instructors on the cutting-edge of industry standards and creates partnerships for our program. At this time in agricultural education, there is not any requirements for industry credentials. However, our instructors are planning for the future and are working to find ways earn those industry credentials to better serve our students.**

1. Please provide information on **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?** |
| Apache Agricultural Cooperative. | This partner provides funding for students interested in agribusiness and serves as a mentor for students. | This partnership has been active for more than a decade. This partnership was created through an investment as an alumnus of the program. |
| Hilliary Communications. | This partner mentors and financially contributes students interested in more non-traditional experiences. | This relationship has existed for almost 5 years. Due to an interest in investing in the school system, the partnership was built and has grown every year. |
| Better Built Enterprises. | This partner’s role to mentor and financially contributes to students in the field of agricultural mechanics. | This partnership has been active for several years. Since the owner and operator is a former instructor of the program the interaction is daily. |

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 students who participate. (Optional)

**Although our program is non-traditional to many applications, we do believe in our program and it is evident through the passion exhibited by our instructors and community interactions. Our program is seen as an elite program, not merely through accolades, but rather through the success stories of our students. There has been a large transformation in our student body as we transition from traditional agricultural student to suburban student who are generations removed from production agriculture.**

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?** |
| Elgin Masonic Lodge. | The Elgin Masonic Lodge has been a great partner to raise funds to support our program. | This is a new partnership created in 2017. This was developed through mutual memberships associated with both programs. |
| Elgin Community Library. | Our partnership with the local library has allow for our students to benefit from a lack of internet service at home. Through a federal grant given to the library, we close the gap due to social-economic status to better serve our students. | This is another recent partnership that has been created. We have been partners for about two years. This was created thanks to the federal grant money. |
| Elgin Chamber of Commerce. | This partnership has allowed for our program to better connect through the local business to provide better mentors for our SAE experiences.  | This partnership has been active for many years. As a loyal business owners are committed to the local economy, so are they committed to our program. |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2018-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! The selection committee will convene in December 2017 to review the applications and make final decisions. You will know the status of your application by January 25, 2018. 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 student 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.