# **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: Aquaculture
2. Point of Contact  
    Name: Tiffany Hodge, CTE Director

Email Address: [thodge@ossdms.org](mailto:thodge@ossdms.org)

Phone Number: 228-875-0333  
Address: 6701 Old Spanish Trail; Ocean Springs, MS 39564

1. Applicant’s School/College: Ocean Springs High School Career & Technical Education Center
2. State: Mississippi
3. Type of institution (click the box to check)

☒ 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):**

☒ 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.

Aquaculture is the scientific study of the production, culture and harvest of plants, animals, and other organisms that live in a water environment. For the past three years, students have been required to maintain and establish micro-ecosystems with fish/invertebrates including, but not limited to, crop species of catfish, edible vegetables, tilapia, oysters, and trout. Career opportunities, safety, history, water chemistry and management, aquaculture systems, aquatic biology, and commercial applications are presented at the secondary level to prepare the students for postsecondary articulation with Wildlife Agriculture, Conservation, Aquaculture Science, Biological Sciences, Biochemistry, Coastal and Marine Sciences, and Oceanography programs.

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

☐ Rural

☐ Other

# **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)

At OSHS, 450 of 1849 students (49% male, 51% female, and 23% minority) are enrolled in CTE.  Of 45 students enrolled in Aquaculture since inception in 2015, 63.8% were males, 36.2% females, and 14.9% minority. All students are eligible for enrollment, and recruitment activities are ongoing. Our nontraditional enrollment has increased 27% since 2015. For the past two years, 14.9% of senior completers (46.8%), enrolled in Aquaculture related programs for postsecondary education. 100% of 3rd year seniors participate in work-based learning. Although Aquaculture is new, we have witnessed growth and a positive impact on student achievement annually.

\*Post-secondary data is not accessible

**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** |  |  |  |
| % male students | 63.8% | 55.6% | 61.9% |
| % female students | 36.2% | 44.4% | 38.1% |
| % minority students | 14.9% | 4.4% | 11.6% |
| % low-income students | 2.1% | 0% | 11.9% |
| % students with disabilities | 0% | 24.4% | 33.3% |
| % English language learners | 0% | 0% | 2.1% |
| Other relevant *demographic* data  Nontraditional students | 12.8% | 44.4% | 40.5% |
| % of Completers (Completion of two years in program) | 0%  (Year 1 students only) | 35.5% | 38% |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 42.6% | 42.2% | 40.5% |
| % of students who earned an industry-recognized credential | 0% | 0% | 0% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors) | 34% | 64.4% | 40.5% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | N/A  College Bound | N/A  College bound | N/A  College bound |
|  | | | |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data.

The data information provided is not publicly accessible. This data was obtained by querying the Student Information System (PowerSchool).

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

OSHS CTE does not discriminate on basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services. All students that register for the courses are considered, and selection for the courses is based on grades, attendance, and discipline record, regardless of background. Once admitted, two Student Service Coordinators (SSC) work daily with students needing remediation and support with academic and technical coursework. Learning opportunities are coordinated between the teachers and SSCs to ensure student success. All CTE students participate in field experiences, job shadowing, meet with guest speakers, college and career recruiters, and are provided with project-based learning activities to enhance skills and prepare with tools to be successful in college and career. The CTE counselor works closely with students providing support with resumes, college applications, and coordination of work-based learning activities related to their program.

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

Students in Ocean Springs School District partner with the high school’s Aquaculture program students in the first few years of their education. All elementary schools in the district visit the Aquaculture facility as an introduction to their school’s marine biology unit. During the visits, students are afforded the opportunity to participate in project based learning activities. While engaged, new ideas about speckled trout and striped bass are discovered. Ocean Springs Upper Elementary 4th graders have constructed an on-site greenhouse. With field trips throughout the school year to the high school facility, they plant, harvest, and grow their own vegetables. These students practice their aquaponics and aquaculture skills to grow and expand their biology knowledge. These groups of future middle school students visit and discuss areas of growth while participating in Pathways 2 Possibilities, career fair for 8th grade students, as well as, school field trips and completion of learning modules.

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)

Students at Ocean Springs High School are associated with Future Farmers of America. We are working to increase chapter discussions and to get students prepared for the agriculture/aquaculture workforce. Currently, we are in the beginning stages and our goal this year is to have 100% enrollment by January 2018.

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)

As career and technical counselor at Ocean Springs High School, my goal is to connect students to opportunities to succeed in their college and career focus.  It has become increasingly clear that certifications and credentials are highly sought by employers.  To improve completion rates and help our CTE students attain their educational and life goals, an array of activities are provided throughout the school year.  Jobs and careers in the current economy require progressively advancing knowledge and skills.  There are many jobs for our graduates and our mission is to connect students with careers to meet workforce demands.

Students are more likely to succeed when provided guidance and information that is organized and correlated to specific pathways.   Throughout the year, students complete interest surveys and gain exposure to college and career exploration via field trips, guest speakers, Google documents, and by visits with college recruiters. Our website has informational links that can be utilized, as well as, social media sites that are updated daily with current information. The vision of OSHS CTE counseling program is to empower students and to connect them to colleges, careers, and life!

Link to career and college resources:  <http://jmilanese.wixsite.com/oshscte-1/counselor-and-support-services>

Link to social media:  <https://www.facebook.com/Ocean-Springs-High-School-CTE-1533078756924800/?scrlybrkr=c347072e>

# **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)

Ocean Springs Aquaculture interacts with many different programs on both the business and academic sides of careers. We work closely with the Gulf Coast Research Lab (GCRL) and the Department of Marine Resources in greenhouse system design. Students work throughout the year at the GCRL Aquaculture Facility, while the scientists, in turn, visit and work with the students at our facility. The daily workings of the Ocean Springs High School Aquaculture program are an exact replica of the commercial/college facilities. Students who complete the 2-3 year program will qualify for early entry into several universities, wildlife and fisheries programs. Direct placement into the workforce at a commercial facility is another option for our graduating students. Preparing them for real life situations will ensure that they will excel in the career pathway that they choose. Since the inception of our program in 2014, we have had an ongoing partnership with Mississippi State University’s Aquaculture program specialists to revise the curriculum and update the program’s curriculum and learning modules. With their doctors and professors influence, Ocean Springs High School’s CTE Aquaculture students have the advantage of receiving knowledge via various learning styles. The University of Southern Mississippi has trained and challenged my students to learn a very rigorous curriculum, as well as, to put that learning directly to use as soon as they begin their sophomore classes in year 1.

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)

Butler

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | T2a Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. |
| Career Cluster or Technical Standards | T6c Troubleshoot systems and applications. |
| Employability Standards | T2b Communicate information and ideas effectively to multiple audiences using a variety of media and formats. |
| Other | T4a Identify and define authentic problems and significant questions for investigation |

# **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 |
| **9** | English I/Honors | Algebra 1/Honors | Biology 1/Honors | MS Studies/  Geography/AP Human Geography | Freshman Focus/Foreign Language (Spanish I & II, Honors; Spanish III & IV; French I & II, Honors; French III & IV | STEM/Health/JROTC |
| **10** | English II/Honors | Geometry/Honors | A Physical Science (ChemistryPhysical Science or Physics) | World History/AP European History | Physical Education/AP Computer Science | Aquaculture 1 or other CTE Course |
| **11** | English III/AP English Language and Composition | Algebra 2 | Botany/Genetics/Microbiology/Zoology/Geology/Astronomy/Marien & Aquatic Science | U.S.  History/AP US History | Accounting/Business Law/Graphic Design I & II/International Business/Personal Finance/Web Design | Aquaculture 2 or other CTE course |
| **12** | English IV/AP English Literature & Composition/Research Methods/Technical and Workplace Writing/AP Seminar | Advanced Math Plus/Algebra III; AP Statistics/AP Calculus AB or BC/IB Math Studies/IB Math Standard Level | Anatomy & Physiology/AP Environmental Science/AP Physics 1 & 2 | **U.S.**  **Government/**  **Economics/AP Government & Politics/AP Microeconomics & Macroeconomics/Law Related Education/Psychology/Sociology/World Religions** | The Arts (Art, Band, Choir, Theatre, Intro to Guitar/Piano, General Music);  Business &  Technology/Foundations of Journalism/Yearbook | Aquaculture Career Pathway Experience (CPE)- (work-based learning) or other CPE experience |

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

The academic studies completed throughout OSHS Aquaculture classes are aligned with the Mississippi Department of Education’s core curriculum. We base our classes and studies on the ability for students to gain real world experiences, as well as, to increase depth of knowledge in all aspects of biology/aquaculture.

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)

We offer an array of Honors, IB, AP, and Dual Credit courses for students in grades 7-12. **International Baccalaureate** courses provide juniors and seniors the opportunity to do college-level work measured against an international standard. Participating colleges grant credit based on a student’s IB diploma or their overall IB score in the course. Mississippi public colleges and universities grant a minimum of 24 credit hours to any student who completes the IB diploma. Additional credit hours are granted based on the course and the score. The **Advanced Placement** program enables colleges and secondary schools to provide students with the opportunity to complete college-level studies during secondary school. Participating colleges may grant credit, advanced placement, or both to students who have performed at a qualifying level on AP Examinations. Ocean Springs High School has recently implemented AP Capstone. Mississippi Department of Education and the Mississippi community colleges entered into an agreement for articulated credit for students that made a score of 70 or above on CPAS exams during years 1 and 2 of a CTE class. We offer **dual credit** courses through our local community college. Our goal is to offer CTE Dual Credit courses when available through the college.

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?** |
| University of Southern Mississippi | The University of Southern Mississippi professors and technicians instruct and collaborate with students in real lab/facilities to expand their understanding of Aquaculture | USM has partnered with us since program implementation in 2014. |
| Mississippi State University | Mississippi State Research and Curriculum series has worked with several other colleges and me to rewrite and update the state’s curricula | Mississippi State began partnership in 2015 as we worked together to rebuild core curricula. |
| Mississippi Gulf Coast Community College (MGCCC) | Students who complete the two year program have the opportunity to be awarded 2 paid years of junior college at MGCCC | MGCCC has partnered with OSHS Aquaculture since program implementation in 2014. |

# **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)

The CTE Director serves on committees in our community related to workforce development.. Specifically, the Jackson County Economic Development group has formed an ACT Work Ready Community Task Force that she has been invited to serve on. All of the 2nd year students in our CTE programs will be exposed to the ACT WorkKeys Curriculum and will have the opportunity to take the Work Keys assessment. To provide our students with as many certifications, credentials, and job shadowing experiences is crucial to develop students prepared to meet workforce demands. The Director also belongs to the Jackson County Chamber of Commerce Education Management Group to collaborate with neighboring CTE Directors, Superintendents of Education, and business and industry representatives to plan activities to expose students AND parents to the opportunities that Career & Technical Education has to offer. The SKILLS Foundation of Mississippi, University of Southern Mississippi, The Census of Aquaculture, and Mississippi Energy Institute have updated labor market data that we utilize in terms of aligning our programs of study with workforce needs in our region. Agriculture is a leading industry in Mississippi, and aquaculture is an important part of the state’s agricultural production. According to the 2013 Census of Aquaculture, Mississippi ranks as the second largest industry in the nation, behind Washington. Our students contribute to the industry in terms of raising Tilapia, Blue Crab production, Striped Bass, Catfish, and Oyster reseeding. Upon graduation, they are prepared to enter the workforce and be competitive when pursuing their careers.

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES
2. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

Students enrolled in Aquaculture beginning the 2016-2017 school year worked on several projects with local businesses and universities. These partnerships led to students working hands on with scientists and lab technicians on species core work, lab task, brood stock, and working with fish health. Students in year one classes begin performing small tasks and getting useful knowledge working with graduate students. These classes are an introduction to the protocol and everyday workings of a fully operational fish hatchery. The second phase of work-based aquaculture begins with students in year two completing fish counts in larval rearing, maintaining the fish at the lab for future transfer to their greenhouse at OSHS and tagging adequate sized fish for species data collection and eventually the overall release of the speckled trout. Students who take year three will add oysters and blue crabs study to their list. These students will have oysters/blue crabs located in onsite and offsite locations working directly with specialized aquaculture technicians.

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)

There currently is not an industry recognized certification for MS Aquaculture classes at this time. We are working with several entities and hope to have it in place for students to use in the near future.

|  |  |
| --- | --- |
| **Offered** | **Required** |
|  |  |
|  |  |
|  |  |

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)

The teacher stays abreast of current practices and trends by attending the annual Association of Career and Technical Education conferences to earn continuing education credits. Mississippi Department of Ed and MS State University Research and Curriculum Unit hosts ongoing training opportunities necessary for teacher endorsements. The teacher has attended the Aquaponics Engineering & Design Workshop in Florida led by the one of the industry’s leading aquaponics experts. The teacher meets requirements defined by MS Department of Marine Resources and State of MS Agriculture and Commerce Aquaculture Cultivation to attain permits to raise fish based on state regulations.

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?** |
| Mississippi Dept of Marine Resources | Provides fish and guidance for the students to grow Cynoscion Nebulosus | The Speckled Trout restoration project was initiated in 2015. |
| Mississippi/Alabama Sea Grant | Provides oysters and guidance for the students to maintain and data log Crassostrea Virginica | The oyster project began in 2016 with the help of the Dauphin Island Sea Lab. |
| Thad Cochran Aquaculture Facility | Provides Blue Crabs to the program and guides students in growing Callinectes Sapidus | The Blue Crab study project was started in 2017 and has flourished with the help of the Gulf Coast Research Lab |
| Slade Fish Hatchery | Provides Striped Bass for Year 1 Aquaculture students to begin their fish studies | We initially used Tilapia in 2014 and converted to Striped Bass in 2017 due to the invasive nature of Tilapia. |

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)

Ocean Springs High School CTE Aquaculture first cohort students “left big shoes to fill.” In the first year, the students successfully raised 2000 Tilapia and 500 Catfish to half market size, and 7 out of 14 tanks had spawns which produced two tanks of hatchlings for their predecessors to work with. The students were on local news stations, published in two magazines, and were highlighted on several online media sites sharing their success with the community. In addition to the fish, the hydroponics systems built by the students yielded 20 lbs. of cherry tomatoes, cucumbers, okra, banana pepper, cabbage, romaine lettuce, and even eggplant. Our 2015 Aquaculture students raised the bar even higher! They designed a trough based system for Koi that fertilized fruit trees that were planted. The second year program worked closely with the Department of Marine Resources and released 2,500 speckled trout into our local tributaries as part of the S.P.E.C.K restoration project for the Mississippi Gulf Coast.

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?** |
| Bay Pest Control | Representatives spoke directly with the students on “aquaponic bugs” the students worked with the company for a non-invasive/ pesticide free solution to common pest in the greenhouse. | Since the initiation in 2014- through mutual interest in pesticide free farming |
| Ocean Springs Community | Students planted and raise seedling vegetables for the community to use in their own home/aquaponics systems. They were available for pick up at various times. | The program began in 2015 while working at peter Anderson, several students saw the need for extra plants to the community |
|  |  |  |

# **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](mailto:awards@careertech.org).