# **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: **SBHS Manufacturing Program**
2. Point of Contact
 Name: **Coleen Keffeler**

Email Address: **coleen.keffeler@k12.sd.us**

Phone Number: **605.347.2686**
Address: **12930 E. Hwy. 34**

 **Sturgis, SD 57785**

1. Applicant’s School/College: **Sturgis Brown High School (SBHS)**
2. State: **South Dakota**
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):**

 [ ]  Agriculture, Food & Natural Resources Career Cluster

 [ ]  Architecture & Construction Career Cluster

 [ ]  Arts, A/V Technology & Communications Career Cluster

 [ ]  Business Management & Administration Career Cluster

 [ ]  Education & Training Career Cluster

 [ ]  Finance Career Cluster

 [ ]  Government & Public Administration Career Cluster

 [ ]  Health Sciences Career Cluster

 [ ]  Hospitality & Tourism Career Cluster

 [ ]  Human Services Career Cluster

 [ ]  Information Technology Career Cluster

 [ ]  Law, Public Safety, Corrections & Security Career Cluster

 [x]  **Manufacturing Career Cluster**

 [ ]  Marketing Career Cluster

 [ ]  Science, Technology, Engineering & Mathematics Career Cluster

 [ ]  Transportation, Distribution & Logistics Career Cluster

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

The SBHS Manufacturing Program expanded in 2014 to encompass a classroom/manufacturing lab located in the Industrial Park, complimenting an existing classroom, welding shop, and manufacturing lab at the high school. Businesses at the Industrial Park as well as Western Dakota Technical Institute were involved in the design of the classroom and curriculum by serving on the advisory board, donating equipment, accepting youth internship students, and serving as guest speakers and field trip sites for students. With over thirty years of experience, instructor Cyle Miller reached out to form additional partnerships with Mitchell Technical Institute and Lake Area Technical Institute, so that interested students could enroll in the machining and welding programs offered and then return to find employment in the Sturgis Area.

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

#

# **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).

Sturgis Brown High School encompasses a rural district of 3200 sq. miles; some students board in town during the week while others ride the bus for an hour one-way. Thirty percent of the students qualify for free/reduced lunch. The manufacturing cluster program is open to all interested students. Starting at the 9th grade, students may enroll in an introductory industrial technology class; with successful completion of this course, students are then able to enroll in Welding I, Advanced Welding, Welding Projects, Machining I, Machining II, and Youth Internship.

**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**  | 158 | 192 | 178 |
| % male students  | 87.3% | 81.25% | 83.7% |
| % female students  | 12.7% | 18.75% | 16.3% |
| % minority students | 7.6% | 7.8% | 10.7% |
| % low-income students  | 37.3% | 37.5% | 35.4% |
| % students with disabilities  | 13.9% | 13.5% | 10.11% |
| % English language learners | 0% | 0% | 0% |
| Other relevant *demographic* data  | 36% of SBHS students receive free/reduced lunch | 37% of SBHS students receive free/reduced lunch | 30% of SBHS students receive free/reduced lunch |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.)  | 40 %(only juniors and seniors are eligible) | 3.45%(only juniors and seniors are eligible) | 0%(only juniors and seniors are eligible) |
| % of students who earned an industry-recognized credential  | 100% | 100% | 100% |
| % of students who participated in work-based learning **(only juniors and seniors are eligible at SBHS)** | 22.8%(This includes job shadowing and youth internship) | 21.4%(This includes job shadowing and youth internship) | 23%(This includes job shadowing and youth internship) |
| % of seniors who graduated high school (who were eligible/seniors)  | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors)  | 69.93% | 60% | 63.33% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors)  | 37.5% | 40% | 30% |
| **POSTSECONDARY-LEVEL DATA** |
| **Total number of students served by your program of study**  |  |  |  |
| % 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.

Data was pulled from the South Dakota Carl Perkins Act Data Collection portal as well as Sturgis Brown High School’s Infinite Campus data.

1. How does your school or institution ensure equitable access and outcomes for students with diverse backgrounds? (150 word limit)
SBHS holds an electives fair for grades 8 – 11. Career and Technical Education (CTE), senior students man the booths to showcase opportunities available. The Meade School District, SBHS, and the CTE Department have non-discrimination policies. CTE instructors work closely with the counselors and special education staff to insure all interested students are afforded the opportunity to participate. Once enrolled, students are provided multiple opportunities for success, including instructor assistance before and after school, a Learning Lab staffed by a paraprofessional, and an After-School Program staffed by certified staff. Federal and state Perkins funds were used to establish a mini-manufacturing lab on campus for students to work on projects during lunch/study hall. The main classroom is located in the Sturgis Economic Development Corporation’s (SEDC) Incubator Building located in the Sturgis Industrial Park. This location allows students to be in a work-setting with business-industry partners just a short distance away.
2. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)
SBHS is a one-to-one school; every student is issued a MacBook for educational purposes. Instructor Cyle Miller utilizes *Schoology*, a web-based platform, to post the course schedule, assignments, and assessments.
3. 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)
An electives fair is held prior to course registration for 8th - 11th graders. The manufacturing booth is manned by senior students. Class and individual projects are on display; additionally, the seniors produced a video highlighting classroom activities and assignments, which plays during the fair. Moreover, SBHS, in cooperation with the Sturgis Economic Development Corporation (SEDC), host a Reverse Career Fair for students. Students tour five businesses to learn of the opportunities available in the community. After the tour, the SEDC hosts a lunch and the mayor and SEDC staff discuss scholarship opportunities and available employment opportunities. Furthermore, SBHS hosts a career fair every February. Businesses, post-secondary institutes, and military representatives are available to meet with students, discuss education/training requirements, and employment opportunities available in western South Dakota.
4. 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 participate in the South Dakota SkillsUSA welding, CAD, Mechanical Drafting, and machining competitions. Students also compete in the Mitchell Technical Institute welding competition.

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)

SBHS has two (2) very supportive guidance counselors; each counselor follows two grade levels from ninth grade to graduation. They meet with each student at least twice per year plus course registration meetings. The counselors serve on the Career Fair Planning Committee as well as assist with the Electives Fair and the Reverse Career Fair tour. Furthermore, they participate in CTE meetings and trainings, providing a thorough understanding of the Manufacturing Cluster courses and all CTE courses. They utilize the program SDMyLife (a Career Cruising product) at each grade level to help students identify career interest areas and the coursework and skills necessary for that interest. In the Career Planning classroom, they assist with career cluster lessons as well as career and personality assessments. SBHS counselors work with students to determine how these assessments are an integral component of career selection. They coordinate the Post-High School planning days, post-secondary institution and military recruiter visits as well as the ASVAB, Accu-Placer, Pre-SAT, Pre-ACT, and other standardized tests. Additionally, they meet with instructors and students to review dual-enrollment opportunities in cluster areas.

# **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 manufacturing cluster at SBHS has had a robust welding program since the 1970’s; however, it was missing a key component – machining and manufacturing. With the expansion of manufacturing businesses in the Sturgis Industrial Park and the implementation of the Reverse Career Fair, it became obvious that the program needed to expand. Local high-wage jobs were going unfilled due to the lack of a skilled workforce. Through a South Dakota Governor’s CTE Grant, SBHS was able to work with local business partners, the SEDC, and Western Dakota Tech (WDT) to expand its robust welding program to include a quality machining program that encompasses manual machining skills, 3-D Printing, Laser Engraving, and an introduction to CNC Machining.

Several meetings were held at the Sturgis Industrial Park to determine the course content and standards necessary to not only expose students to the career opportunities available but also to generate interest in seeking the advanced training necessary to apply for those jobs. Based upon input from the business partners and WDT, the program was developed around existing educational standards and industry standards as outlined by the business partners. The first year of implementation, WDT created a Friday morning Introduction to Machining class for SBHS students. Students earned dual-enrollment credit as well as gaining work experience Monday through Thursday by completing a youth internship at the local businesses.

Business partners have been an integral component of the success of the program. Not only do they continue to participate in the Career Fair and Electives Fair, they continue to accept youth internship students, they have donated over $25,000 worth of equipment in the past two-years so students are working on industry-grade equipment. Furthermore, they continue to serve as guest speakers in the classroom and mentor students seeking to increase their skills. To date, five students who completed the manufacturing cluster classes are now employed by the business partners since the inception in 2014.

At the post-secondary level, completers of the Manufacturing Cluster courses at SBHS often enter the programs with skills exceeding those of their peers. They often serve as classroom assistants, teaching their peers basic skills of entry level courses.

With over thirty years of industry experience, Mr. Miller continues to expand his knowledge and skills while also improving opportunities for students statewide. He recently completed a week-long class at Mitchell Technical Institute to become AWS certified. When South Dakota State Department of Education updated standards for the Manufacturing Cluster, Mr. Miller was one of the first to volunteer to serve on the task force. His diligence and desire to provide a quality program for all students resulted in industry-relevant standards being developed.

Mr. Miller continues to reach out to post-secondary institutions to provide opportunities for his students. He is in discussions to offer concurrent enrollment for his program, requiring him to complete the paper work necessary to become an adjunct instructor. He also arranges for post-secondary representatives to visit his classroom and takes students to competitions and career cluster camps at the post-secondary institutes. The post-secondary institutes respect Mr. Miller and actively work with him to meet the needs of SBHS students.

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)

|  |  |
| --- | --- |
| **Standard Types**  | **Please list the standards your program of study uses and how it uses them below:**  |
| Academic Standards | All SBHS CTE instructors integrate a minimum of one writing assignment weekly as well as a minimum of two integrated math activities. The standards vary depending upon the course content being covered at the time as the academic assignments are meant to enhance the CTE curriculum being taught. Standards could include, but are not limited to:* Geometry
* Trignometry
* PreCalculus
* Technical Reading
* Writing informational/explanatory texts
 |
| Career Cluster or Technical Standards | Mr. Miller teaches to the SD standards for the following courses:Mechanical Drafting & Design; Introduction to Manufacturing; Machine Tool Technology; Welding Technology; and Advanced Welding Technology. His courses stress safety, ethics, and application of industry required skills. These standards can be found athttp://doe.sd.gov/octe/careerclusters\_manufacturing.aspx |
| Employability Standards  | Mr. Miller runs his classroom similar to a business setting. Students are held to standards including attendance, promptness, and productivity as well as safety and ethical behavior. |
| Other | Youth Internship: • Gain hands-on experience at a local business to build upon skills learned in the classroom. • Establish a clear connection between education and work. • Develop an understanding of the workplace under the guidance of an adult mentor. • Explore and research a variety of careers. • Develop workplace responsibility and learn about workplace realities. • Establish professional contacts for future employment. • Establish positive work habits and attitudes. • Learn technical skills that will be valuable for future jobs. • Understand what education opportunities are available that will lead to a career in their chosen career pathway.• Prepare a skills portfolio for future use in scholarship/post-secondary/job applications. |

# **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.

The SBHS planning guide is provided below. Graduation requirements are listed on the left and students select electives from a Registration Course Handbook, which is updated yearly. Elective descriptions for all courses and dual enrollment opportunities/requirements are included in the Registration Course Handbook, located on the Student Services link of the SBHS website. Students are required to complete a career planning class; content includes learning about the sixteen career clusters, completing career/interest assessments, researching careers, and job shadowing as well as learning the process of procuring a job – resume writing, completing applications, writing cover letters, practicing interview skills, and completing a career portfolio, which is the basis of the Youth Internship Skills Portfolio and the Senior Capstone Experience. It should be noted that all seniors are required to complete a Senior Capstone Experience. Four components make up the Senior Capstone Experience – (1) a research paper; (2) completion and development of project under the supervision of a community mentor, demonstrating skills learned; (3) a senior portfolio; and (4) a presentation to a panel of community members. Many students utilize their CTE class, a CTSO project/event, or their youth internship experience as the basis of the capstone.

The course sequence for the Manufacturing Cluster is as follows:

Introduction to Technology Education (IT)

Mechanical Drafting and Design

 Introduction to Manufacturing and/or Welding Technology

 Machine Tool Technology Advanced Welding Technology

Career Planning

Youth Internship

Senior Capstone Experience



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/ Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities  | CTE Courses and/or Degree Major Courses |
| **9** |  |  |  |  |  |  |
| **10** |  |  |  |  |   |  |
| **11** |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

All CTE staff participated in the SD Department of Education Academic Integration Workshop. The workshop reviewed the language arts/literature and math core standards and strategies for implementing the academic core standards into each of the cluster courses. As a department, each instructor is required to integrate a minimum of one writing assignment per week utilizing the Writing to Win strategies in which they all have been trained. Additionally, the department set the requirement that a minimum of one integrated math assignment and one technical reading assignment be incorporated each nine-week grading period. Staff is required to document these assignments in the gradebook and strategies are discussed at each department meeting.

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)

South Dakota offers dual enrollment opportunities to all students at a reduced rate of $48 per credit hour. These courses may be taken online or on-campus. Juniors and seniors meeting criteria outlined by the state department of education may enroll in these courses. The counselors meet with all students to discuss dual credit options. Furthermore, SBHS has several staff qualified to teach college-level and AP courses on campus; these courses include College Algebra, College Chemistry, AP Calculus, AP Physics, AP English 11 and AP English 12.
2. 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?** |
| Western Dakota Technical Institute (WDT) | Dual enrollment opportunities are available for students both on-campus and on-line. WDT hosts cluster awareness camps. Mr. Miller meets at least twice per year with the instructors to insure his curriculum/projects are preparing students for the post-secondary level. The instructors participate in the SBHS Career Fair. General education courses are also available online through dual enrollment. | This partnership started with the application for the Governor’s CTE Grant in 2013 – 2014. The Manufacturing Cluster instructors were involved from the beginning in the development of the coursework and selection of instructional resources and equipment.  |
| Mitchell Technical Institute (MTI) | MTI instructors provide professional development opportunities for Manufacturing Cluster instructors. They also offer SkillsUSA and other contests for students to showcase their skills and learn more about post-secondary programs and career opportunities. General education courses are also available online through dual enrollment. | MTI has been participating in the SBHS Career Fair since 2008. While in Sturgis, instructors present to the Manufacturing Cluster classes about the post-secondary programs and options available. Mr. Miller has participated in several professional development opportunities offered through MTI.  |
| Lake Area Technical Institute (LATI) | LATI has provided professional development opportunities for Manufacturing Cluster instructors. They have hosted SkillsUSA contests for students. General education courses are also available online through dual enrollment. | LATI has participated in the SBHS Career Fair since 2015. The instructors bring 3-D printers to the fair and coach students in the programming of simple designs, which students can then print and take with them. During this time, the instructors discuss post-secondary programs and career opportunities.  |

# **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)

With a robust welding program in place since the 1970’s, in 2013, the Sturgis Economic Development Corporation (SEDC) approached the local high school administrators to discuss the need for skilled machinists in the Sturgis Industrial Park. The first Reverse Career Fair was an eye-opener. With an average wage at the time of $17 per hour plus benefits, manufacturers located in the industrial park were in need of skilled machinists. SBHS, SEDC, and businesses partnered to apply for the Governor’s CTE Grant. Once awarded the grant, SBHS staff worked with WDT and state staff to develop curriculum and instructional resources needed to build a successful program. Business partners provided insight into the equipment needed and donated equipment for a successful program. The Meade School District and the SEDC signed a MOU for the SEDC to host the machining classroom in the SEDC Incubator Building located in the Sturgis Industrial Park. The program, which started with nine students and only one course offering, has grown to over twenty students per semester and three course offerings.

Instructor Cyle Miller has over thirty years of experience in the manufacturing field; prior to starting his own business, he worked for one of the businesses in the industrial park. This personal connection has allowed the program to grow and exceed the school’s and business partners’ expectations. Students are held accountable to quality workmanship that meets the criteria outlined in the assignment, which has real-world application. Five former/current students are now employed by business partners after having completed the program.

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES or **NO, but all are afforded the opportunity.**
2. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

Per advisory board recommendations, students must complete the Career Planning course with a grade of C or higher to be eligible for the Youth Internship (YI) Program. Once this prerequisite is met, students may choose to participate in the Youth Internship. Students are placed at a business matching the student’s career interest for 90-minutes per day for a semester. While at the site, the YI Coordinator meets with the business supervisor to develop a task list/training plan. Students then complete the tasks listed on the training plan while completing a skills portfolio. Students are graded by the business supervisor on attendance, punctuality, following the training plan, demonstrating initiative, and other traits, which is worth 75% of students’ grades. The remaining 25% of students’ grade is determined by the completion of a skills portfolio, which includes the student’s resume; reflections of academic, teamwork, and management skills; samples of work completed at the youth internship site, and other items the student selects to showcase their skills. Students may complete the youth internship during the school day, after school, or during the summer. Additionally, students may complete more than one credit of youth internship; some of them choose to stay at the first business or cluster area, others choose to explore additional career options. Completion of a youth internship credit along with additional coursework makes a student eligible for a SBHS Career Diploma at graduation.

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**  |
| AWS | OSHA General Industry Certification |
|  | National Career Readiness Certificate |
|  |  |

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)

With over thirty years of industry experience as an employee and owner, Mr. Miller completed the coursework necessary to obtain a SD Manufacturing Cluster Teaching Endorsement while teaching full time. Additionally, he attends the SD Association for Career and Technical Education Conference and the Association for Career and Technical Education Vision Conference to learn teaching strategies and content relevant to the Manufacturing Cluster. Furthermore, he attended an AWS workshop in the summer of 2017 and now possesses an AWS certification. Mr. Miller also served on the South Dakota Manufacturing Cluster Content Standards Task Force.

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?** |
| LongRifle, Inc. | LongRifle, Inc has donated equipment and materials to the program including a Grizzly Bandsaw and a CNC machine. They host students during the Reverse Career Fair. Additionally, they serve as an advisor to the program, and they currently employ a SBHS machining student.  | LongRifle, Inc first became involved in the Manufacturing Cluster by hosting students/staff for the Reverse Career Fair. This partnership has been active for 3 years. Mr. Miller worked with the owner prior to teaching. |
| Horizon Machine | Horizon Machine served on the committee to implement the machining courses at SBHS, thereby expanding the Manufacturing Cluster. They also host students during the Reverse Career Fair and opened their doors to tours for interested CTE instructors. They continue to serve on the advisory board. They have hosted several youth internship students and currently employee a former student.  | Horizon Machine first started hosting youth internship students eight years ago when they were approached by the YI Coordinator. They continue to support the manufacturing cluster courses and the youth internship program.  |
| Legend Suspension | Legend Suspension served on the committee to implement the machining courses at SBHS, thereby expanding the Manufacturing Cluster. They also host students during the Reverse Career Fair and opened their doors to tours for interested CTE instructors. They continue to serve on the advisory board. They have hosted several youth internship students and currently employee a former student. | Six years ago, Legend Suspension participated in the first Reverse Career Fair when asked by SEDC staff. They continue to provide input on the manufacturing cluster courses and hosting youth internship students as the opportunity arises.  |
| Sturgis Economic Development Corporation (SEDC) | SEDC was instrumental in bringing SBHS and the businesses together to expose students to the career opportunities available in the industrial park. SEDC staff coordinate the Reverse Career Fair, provide letters of support for grant opportunities, and work closely with SBHS staff to expand opportunities for students. Additionally, the SEDC provides space in its Business Incubator Building for the machining program.  | Six years ago, SEDC staff was asked to participate in the Career Fair; due to scheduling conflicts, they were unable to participate. SEDC staff suggested the Reverse Career Fair and handled all logistics in regard to business participation. This partnership has grown to include the Incubator Classroom.  |
| Bar-Sto Precision | Bar-Sto Precision served on the committee to implement the machining courses at SBHS, thereby expanding the Manufacturing Cluster. They also host students during the Reverse Career Fair and opened their doors to tours for interested CTE instructors. They continue to serve on the advisory board. They have hosted several youth internship students and currently employee a former student. Moreover, the owner of Bar-Sto has served as a panelist on the SD Public TV Broadcast featuring CTE programs and business partnerships.  | Bar-Sto has served as a youth internship site for at least ten years. Mr. Stone’s commitment to the youth of Sturgis is to be commended. He continues to host youth internship students and supports the Machining classes. |

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)

The SBHS Manufacturing Cluster is unique in its partnerships with so many businesses and the SEDC. Having the classroom in the industrial park and an instructor from industry affords students the opportunity to have easy access to business partners and mentors. The business partners are extremely supportive of the program as evidenced by their generous equipment donations to the program, acceptance of youth internship students into their businesses, and hiring students – those still in high school as well as students who have graduated.

SBHS is fortunate to have Cyle Miller as the instructor. His enthusiasm for the program and his desire to help students develop a strong work ethic, no matter what their career path is clearly evident. His assignments meet DOE and industry standards while providing students with a glimpse of real-world expectations.
2. If applicable, please provide more detail on any partnerships your program of study has that have not been mentioned already. This includes community groups, non-profits, volunteer organizations, etc. Describe how these partnerships have been built, maintained and sustained over time. (Optional)

|  |  |  |
| --- | --- | --- |
| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
|  |  |  |
|  |  |  |
|  |  |  |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/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.