# **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: Welding Technology
2. Point of Contact  
    Name: Mr. Steven Thomas

Email Address: steven.thomas@green.kyschools.us

Phone Number: 270-932-6605  
Address: 102 Carlisle Avenue Greensburg, KY 42743

1. Applicant’s School/College: Green County Area Technology Center
2. State: Kentucky
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.

Our Welding Technology Program of study has been taught for 15 years and offers nationally recognized industry standards training that provide a critical link to employment and/or post-secondary education while developing strong relationships with the community. Students enroll in the pathway, some at the 8th grade level, attend classes some that are dual credit with Somerset Community College and Articulations agreements with Tulsa Welding School and Hobart Institute of Welding., and earn their industry credential. Our Campbellsville University Welding Technology Program opens in August 2018 where 0ur students can obtain post-secondary credentials.

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)

Enrollment for the 2016-2017 school year consisted of 106 students and our current 2017-2018 enrollment is 122. These students are from three school districts grades 8th – 12th. In the 16-17 school year 14 students were completers with 12 earning industry certification meaning 85% of seniors in the welding program complete career ready and all 12 students were hired by employers. Kentucky College and Technical schools, KCTCS partners to offer dual credit to students, in the 16-17 school year 22 dual credits courses were earned by students. For the 17-18 year students are enrolled in online welding class with KCTCS and we are working toward opening our evening College Welding program August 2018.

**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** | 90 | 98 | 106 |
| % male students | 94.4% | 4.6% | 1.3% |
| % female students | 5.5% | 95.3% | 8.69% |
| % minority students | 3% | 2% | 2% |
| % low-income students | 60% | 65% | 67.4% |
| % students with disabilities | 1% | 5% | 7% |
| % English language learners | 0% | 0% | 0% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 0% | 0% | 4.8% |
| % of students who earned an industry-recognized credential | 35% | 30% | 24% |
| % of students who participated in work-based learning | 27.7% | 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) | 55.5% | 10% | 12% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 3.8% | 100% | 100% |
| **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.

Our data is stored in KY’s Technical Education Database, (TEDs), links are not publicly accessible as we work with secondary students.

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

We are a rural school serving three school districts and serve both male and female students with diverse backgrounds. Our welding curriculum is designed so students acquire knowledge that prepares them to become academically and technically successful in school and in the real world of work regardless of their diversity and cultural backgrounds. We market all programs to all students and ensure they will be successful when they communicate and apply themselves. We work with students

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

Mr. Thomas is very aware of the gaps at both the industry level and the postsecondary level and has worked diligently to ensure he closes as many gaps as possible for his students. He has closed employment gaps with business and industry by listening to their needs, teaching students skills to obtain industry credentials and connecting them to employment. Additionally, Mr. Thomas is closing gaps by ensuring students are giving the opportunity to earn dual credit classes, and has worked with post-secondary to offer online classes. Even to close a larger gap, students not enrolling into post-secondary, he has worked with Campbellsville University to develop a Welding Technology program and curriculum that he will be teaching from his program area in the Fall of 2018.

Most importantly Mr. Thomas is aware of individual performance gaps, he had a young lady born with a birth defect of one are shorter than the other and worked with her to assist her to develop her skill proficiently. This is the picture of the heart of a called educator dedicated to his students. Both KCTCS community colleges are over 1 hour away, our postsecondary partnership allows students a closer opportunity to earn credentials.

1. 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)

Currently, we recruit and serve middle school students from three school systems. We will be completing a Manufacturing Day, November 10th were we will be taking younger students to our local manufacturers to help them develop a picture of what Manufacturing in the year 2017 . Mr. Thomas just told me yesterday that he had his best youngest welders in place this year. Also , we have career fairs, open houses, summers camps and middle school tours.

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)

Our CTSO is Skills USA, we teaching the welding skill and enroll students to compete at our regional and state competitions. We have banners hanging in our welding program identifying successes of these students. We participate in leadership competitions of Job Demo, Interview, and Math and Writing.

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)

Mr. Thomas understand the higher accountability measures and that students need broader knowledge and exposures if they are going to get more and more students to pass state test and industry certifications as outlined by the state. Mr. Thomas allocates days each year where he discusses career pathways, courses, industry certifications, dual credit and post-secondary opportunities with students.

Tools we use to assist students is we work with three career guidance counselors, career coaches, Ameri Corp coaches. In our building we have a counselor that works directly with students and in our skills grant we have an additional person to work with business and industry. We also have and our LLCD representatives to ensure students are provided knowledge they need to be successful, she tests, assist with resume prepartation, job applications, and helps them determine strengths and weaknesses and aligning them with employment. Additionally her program provides scholarships for students to enter postsecondary.

Additional tools we use to assist students in transitioning are the Welding Program Advisory committee he communicates with regularly. Guest speakers and demonstrator to share how projects are to be completed to industry standards. Atmos Energy to demonstrate pipe welding and pipe repairs. We are completing a Manufacturing Day tour this month and we have former students com back and talk about their career and how the welding program helped them, last year we had a 100% employment rate.

# **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?

Our Welding program has a career pathway that is shared with students, parents, High Schools and business and Industry. This year we be implementing two career pathway days, one each semester, so that Mr. Thomas can have one-on-one discussions with students about moving through the career pathway for the program, making them completers while taking courses that will enable them to become college and career ready

Mr. Thomas has at least two advisory meetings each year, one at the business site of each member and another in house also he has parent teacher conferences and students have opportunities to share school improvements. Additionally, Business and industry learn about such changes through advisory meetings and leadership meetings the principal attends and speaks. We have a career fair with business and industry each year and they come to our school to look for student to employ and advise. Our curriculum is designed to meet our industry partner needs.

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

For the last couple of years, there is a high demand for industry certified welders in our area. Our program of study was developed to ensure student know the content necessary to meet business and industry needs. In looking ahead, are industry partners syat they will need 58 welders in May of 2018.

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

Yes, we also have a collaborative Welding Tech Program with Campbellsville University taught at our school and endorsed by SACs. We dual credit with Somerset Community College and articulate credit with both Tulsa and Hobart Welding School.

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

The Program of Study that we use is endorsed by CTE of the state of KY. Both Secondary and Postsecondary educators were involved in its development and in the maintenance of the program to maintain high standards. Our Program of Study’s vision is to promote safety and performance standards, enhance leadership, and provide relevant curriculum vital to the education of all students. We operate as the venue for nationally recognized industry standards training, provide a critical link in school to employment or postsecondary education, develop stronger relationships with the community through coops, employment placement, and support for relevant student organizations and competitions. Promote critical thinking and problem solving while offering an up to day curriculum based on standards that adapt to changes in the industry.

All courses are aligned with KCTCS Postsecondary intuitions in content and courses numbers that enable dual credit to students to be successful given. Mr. Thomas is an approved post-secondary instructor with both KCTCS and Campbellsville University.

Mr. Thomas meets a minimum of twice per year with his advisory committee to discuss, curriculum, equipment, and industry needs. This collaboration and network of individuals are invaluable in helping our program close gaps and meet needs of everyone.

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 | **KY State Standards based competencies. Incorporate industry and common core standards thus increasing the student’s qualifications for successful employment.** |
| Career Cluster or Technical Standards | **Technical curriculum with nationally recognized industry standards and common core standards provide optimal preparation for students to acquire and industry certifications.** |
| Employability Standards | **Kentucky Occupational Skill Standards, KOSSA. These standards are the performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace. Identifying the necessary skills in critical to preparing student for entry into employment or postsecondary education.**  **Work Based Learning. Cooperative experience, internships, shadowing and mentoring opportunities provide depth and breadth of learning in the instructional program and allow students to apply the concepts learned in the classroom.** |
| Other  Student Organization and Competition Standards | **Skills USA competitions proved an avenue for students to employ higher order thinking skills, interact with industry representatives and enhance leadership skills through participation** |

# **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 | Algebra I | Earth Science | World History | Health PE | Basic Blueprint Reading/Cutting process |
| **10** | English II | Geometry | Biology | World Civics | History & Appreciation of fine Arts | Shield Metal Arc |
| **11** | English III | Algebra II | Chemistry | US History | Foreign Language | Shield Metal Groove |
| **12** | English IV | Math Elective |  | World Geography | Gas Metal Arc  Shield Metal Open Groove. | Gas Metal Groove |
| **13** | ENG 101 | Applied Math | Astronomy | College Chemistry | Psychology | Occupational Safety |
| **14** | Math | SMAW Open Groove | Certification LAB | US History | Engl 200 | Materials Science |
| **15** | Eng Methods | Calculus | Physics I | Calculus II | Math 411 | Linear Phy/Welding Engineering |
| **16** | Computer Apps | Physics II | Stats | Humanities | CAD application | Heat Transfer Engineering Measurement |

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

Students need to take certain core academic subjects that will make them more successful in their technical area. This information that our teachers will share during all visits to schools and business and industry and during our career days at the school with 8th and 10th grade orientations.

Math, Science, Reading, writing and history are in every area of Welding. Blueprints, math, measuring, ratios, gas mixtures, algebra and geometry are in all our projects as we find and measure angles. Science content consists of flux of various electrodes, gases used and welding processes. Reading and Writing are completed when we complete our job applications, technical documents and blueprints.

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 transcript credit articulation agreements. (250 word limit)

Students have opportunities to earn articulate credit with all Kentucky Technical Colleges in the state and we work with our three high schools to ensure students that qualify for scholarship monies and desire to enroll in dual credit with KCTCS to earn credit. Currently, we will be opening a Campbellsville University Welding Technology Program at our center in Fall 2018 to ensure easy access for our students to a local post-secondary option. Our secondary data above reveals these numbers.

Also, some students are currently enrolled in a collaborate on-line Gas Metal Arc Welding classes with KCTCS. Mr. Thomas is an approved dual credit instructor with both KCTCS and Campbellsville University, Tulsa Welding and Hobart.

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?** |
| KCTCS – Somerset Community College & Elizabethtown Community College | Mr. Thomas is an approved instructor with these schools. Our curriculums and courses numbers have been aligned so that students can earn dual credit and begin working on their college credentials while still in high school. This brings credibility to our program | This partnership has been in place for 6 years and was developed by an instructor that is passionate about the field and not only seen the gap but was willing to ensure he did what he could to close the gap. |
| Campbellsville University | Partnering with a University to endorse our welding program brings credibility to our program and enables students to work toward their college education while in high school. We are working to building partnerships with Business and Industry, local post-secondary 0pportunity for students; KCTCS school is 1 hour away to provide additional training for their companies. | This partnership formed this year and the school will open with our Welding Technology Program August 2018. |
| Hendrickson Lebanon, KY Plant | This program directly supports our program by providing materials and projects for students to work with. We in return build projects and they provide job opportunities and employment for students. | This partnership has been in place for 6 years and was developed by an instructor that is passionate about the field and wanted to see students utilizing their credentials and earning an income. |

# **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 Welding program study is that designed by the state of Kentucky and we meet at least twice a year to learn workforce, industry and community needs to ensure our students are truly learning a skill that will enable them to obtain employment. At our school we require all students to become career ready prior to leaving for employment. It is the expectations from Mr. Thomas that every student will be given and complete a work opportunity. Students in the Welding Technology program have opportunities to shadow, mentor, coop, and intern. For the last several years, Mr. Thomas has placed all seniors in his program into the workforce. Currently he has a display of student weekly pay checks to motivate and encourage student thinking about work

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

At our school we require all students to become career ready prior to leaving for employment. It is the expectations from Mr. Thomas that every student will be given and complete a work opportunity.

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

Students in the Welding Technology program have opportunities to shadow, mentor, coop, and intern. For the last several years, Mr. Thomas has placed all seniors in his program into the workforce. Currently he has a display of student weekly pay checks to motivate and encourage student thinking about work.

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 – Sense Certification (Level1) | AWS – Sense Certification (Level1) |
| 2-F (AWS) Qualification Certification | 2-F (AWS) Qualification Certification |
|  |  |

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)

Mr. Thomas selects PD that is both technical and academically aligned with his program. Technically based on skills that are needed to be updated or learned provided by KY Tech and based on observations and activities observed in classrooms. Mr. Thomas desires to teach students what they need to know to be successful. He has continued his training and also is CWI certified additionally, he is continuing his education with Western Kentucky University to obtain a bachelor’s degree and potentially on into educational leadership. Furthermore, Mr. Thomas currently sits on the Educational Professional Standards Board as well.

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?** |
| Hendrickson Lebanon, KY Plant | This program directly supports our program by providing materials and projects for students to work with. We in return build projects and they provide job opportunities and employment for students. | This partnership has been in place for 6 years and was developed by an instructor that is passionate about the field and wanted to see students utilizing their credentials and earning an income. |
| Tulsa Welding School  Jacksonville, FL | Articulation Agreement with post-secondary education on a specific welding process. Ex. Pipe welding and offers career opportunities across the nation. | Six years contacting local recruiter and tour of our facility. |
| Hobart Institute of Welding  Troy, OH | Articulation Agreement with post-secondary education on a specific welding process. Ex. Pipe welding and offers career opportunities across the nation. | Six years contacting local recruiter and tour of our facility. |
| Altec  Elizabethtown, KY | Provide employment for students | Invited to tour facility and setup for career fair; several employees are former students. |
|  |  |  |

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)

We have a phenomenal instructor that has built relationships and brought our students a phenomenal program, worth of and is truly Excellence in Action.

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?** |
| Tulsa Welding School  Jacksonville, FL | Articulation Agreement with post-secondary education on a specific welding process. Ex. Pipe welding and offers career opportunities across the nation. | Six years contacting local recruiter and tour of our facility. |
| Hobart Institute of Welding  Troy, OH | Articulation Agreement with post-secondary education on a specific welding process. Ex. Pipe welding and offers career opportunities across the nation. | Six years contacting local recruiter and tour of our facility. |
| Altec  Elizabethtown, KY | Provide employment for students | Invited to tour facility and setup for career fair; several employees are former students. |

# **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).