# **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: Siloam Springs High School AVTF
2. Point of Contact  
    Name: John Gossett; Megan Denison

Email Address: [John.Gossett@siloamschools.com](mailto:John.Gossett@siloamschools.com); [Megan.Denison@siloamschools.com](mailto:Megan.Denison@siloamschools.com)

Phone Number: 479-524-5134  
Address: 700 N. Progress Ave., Siloam Springs, AR, 72761

1. Applicant’s School/College: Siloam Springs High School
2. State: Arkansas
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 film and television program has used innovative approaches to meet the different needs of all of our students for the past 8 years. In the last year, our program is now able to offer concurrent credit through Southern Arkansas University Tech to give our students access to higher skilled classes as soon as they arrive on campus. Our students leave our program with the skills necessary for success in college or are able to work on any film set and any television newsroom.

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   
  
Our school is in a unique situation geographically. Siloam Springs would be considered part of the Northwest Arkansas metro of 500,000 people. However, we are secluded far enough away from the main infrastructure of other cities in Northwest Arkansas that we would be classified as rural. We have large agriculture and machinery programs because of where we are located and the need for skilled and technical workers. 53% of our school district is on free or reduced lunch but our community is very supportive of all of our career and technical classes.

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# **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)  
     
   Using data from our high school, our program is serving a wide array of students. We have 36% of our 187 students classified as a minority while 45% are on free or reduced lunch. 13% of our students are classified with a disability and 21%, over one fifth of the students in our program are English language learners. We do not have access to the postsecondary data since it is not our school.

**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** |  |  | 187 |
| % male students | % | % | 75% |
| % female students | % | % | 25% |
| % minority students | % | % | 36% |
| % low-income students | % | % | 45% |
| % students with disabilities | % | % | 13% |
| % English language learners | % | % | 21% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | % | % | % |
| % of students who earned an industry-recognized credential | % | % | % |
| % of students who participated in work-based learning | % | % | 19% |
| % of seniors who graduated high school (who were eligible/seniors) | % | % | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | % | % | 49% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | % | % | 6% |
| **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.

This information is from our food and nutrition director and our counselors. All of our counselors do a good job of tracking down information on all students that attended or graduated from our school. Our end of year report is the source for other data and will be included in our application.

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

Our school district is in full compliance with Title IX, IDEA, and other federal statues enforceable by the Office of Civil Rights, which ensures equitable access for students with diverse backgrounds. Furthermore, we are in our second year of implementing the Response to Intervention (RTI) protocols. These protocols call for data-driven responses to students who are not learning at grade level. Additionally, we meet regularly for Profession Learning Community time in which teachers discuss struggling students and how to help them as well as discussing ways to challenge higher level students.

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

Our school has recently implemented an internship program, and students from our program of study are involved in internships. Some students have never experienced a professional workplace, and this program allows them to network with professionals in a job setting. The students in our program are 45% free and reduced lunch, and while it may seem like a small thing, we always cook or provide a meal for those students who work with us after school hours for sports or special events. These students can be from food-insecure households, and if we required that they bought their own food before games, some would not come to work with us, thus depriving them of real-world experience. We have worked to take low-income students and students served by 504s or IEPs to conventions and competitions, and managed to find alternative methods of funding for their entry fees and travel expenses, and have even provided clothes for students who did not have appropriate professional dress for competition. If a student is willing to learn, we will do all we can to help them meet their goals. Income, ethnicity, gender, and ability will never influence who we strive to reach.

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)  
     
   Recruiting and retention of talented students is vital to our program. To recruit students, we start at the elementary level. For the last six years, our high school students have paired with a second grade class to create a news broadcast written and anchored by the second graders. We also film various events for the elementary and middle schools in the district, and offer tours of our studio to any interested classes. We create videos that are shown to eighth grade students before they sign up for classes, which helps to pique their interest in the program. When we film the live broadcast of our football, basketball, and volleyball games, our students are friendly and open to the younger students in attendance, and we often give studio tours during the games to pique the interest of game attendees. In the high school setting, we work very hard to attend as many conferences, competitions, and conventions as we can, where we often win awards. Our program is well-respected around the district for our quality of work; therefore, students want to participate.
2. 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 program is involved in Skills USA. We have attended the state conference and 2 years ago we placed 3rd in Digital Cinema Production. This CTSO is not all we compete at, many other conferences around the state and country provide better competitions and learning opportunities for our students.

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)

Our students participate in a school-wide guidance program called CAP (Career and Academic Planning). Each teacher mentors one group of 15-20 students from 8th grade through their senior year. Since students and their parents work with their assigned teacher for five years, our teachers can spend time helping students develop a career plan that works with their talents and interests, and we keep detailed records of each student’s grades, test scores, and career interests over time. While we participate fully in CAP, we also take our mentorship of the students in the AVTF program very seriously. Each student who takes the advanced classes gets at least three separate one-on-one conferences with the teacher to discuss college and career plans, ACT scores, and grades/graduation requirements. We reach out to parents with this information as well. Additionally, we take students to local, state-wide, and national conventions to participate in contests, workshops, and college fairs. We have personally created and facilitated internship opportunities, including internships with our local Chamber of Commerce, multiple freelance video producers, and the nationally recognized Bentonville Film Festival, which champions women and diversity in media.

# **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?

When we developed this program eight years ago, various employers and post-secondary institutions weighed in on the needs in our area in terms of video production, and we tailored the program to meet those needs. Our original grant application was so successful that the state gave our program more funding than what we had asked for, and the application was shown to other schools in the state as a model of what this application should look like. Moving forward, we have maintained existing relationships and created new relationships.

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

The Northwest Arkansas metro area is rapidly expanding, and is home to WalMart, the world’s largest corporation. Many don’t see Northwest Arkansas as a hub for video production; however, corporate communications departments are expanding exponentially in our area with our rapidly growing economy. Video for internal use, marketing, and web applications is becoming a necessity for corporations to be noticed in the current market, and our students are poised to fill that demand.

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

Our program provides students the best education preparation to continue at the postsecondary level. We have placed students all over our state and throughout the United States. We start by demanding of our students what we were required to do in college. We hold our students accountable and in many cases they are more prepared when they enter college than students who are already in the postsecondary program. In our program, if a student does the bare minimum of what is expected, they receive a C. To earn an A or B, they must go above and beyond what is expected of them. Furthermore, students in the advanced classes are expected to produce media content on a strict schedule for real audiences in our high school, our school district, and our community. The pieces our students create are not just for a grade in the classroom—they are for a real audience.

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

We are very open with postsecondary institutions around our area in developing content for our classrooms. We have a close relationship to John Brown University (also in Siloam Springs) and we send a lot of our students into their digital cinema program. We also work with the University of Arkansas to make sure the students we send them are prepared to succeed as soon as they step foot on campus. We have a freshman at the University of Arkansas now working for the Razorback Sports Network operating the camera switchboard for live broadcasts. This is something that many students will never get the chance to do in their college career that our alum is doing 2 months into college. If it wasn’t for the training from our program, he would have never had that opportunity.

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 | We work on literacy and key ideas in writing. We use this for writing scripts to have a beginning, middle and end as well as being able to find the climax in a script. |
| Career Cluster or Technical Standards | Our program follows the Arkansas Frameworks for our AVTF program. We make sure the students are able to cover technical skills such as editing, filming and audio. |
| Employability Standards | We incorporate soft skills into all of our projects. Students work on interview skills and for every film, they must go in front of the class and present their project like it was a normal work task. |
| Other | We make sure each student dresses professionally when attending a conference or competition outside of our school |

# **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 or Pre-AP English I | Algebra I or Geometry | Physical Science or Biology | Civics/Econonmics | Health  PE  Art I | Fundamentals of AVTF  Introduction to Media Communication |
| **10** | English II or Pre-AP English II | Geometry or Algebra II | Biology or Pre-AP Biology | World History | Oral Communications | Intermediate AVTF |
| **11** | English III or AP Language | Algebra II or Algebra III or Pre-Calculus or Advanced Topics and Modeling in Math | Chemistry or AP Chemistry | US History or AP US History |  | Advanced AVTF: Film I and/or Advanced AVTF: Panther TV I and/or AVTF Lab |
| **12** | English IV or AP Literature | Algebra II or Algebra III or Pre-Calculus or Advanced Topics and Modeling in Math | Chemistry or AP Chemistry or Environmental Science | World History (if not already taken) |  | Advanced AVTF: Film II and/or Advanced AVTF: Panther TV II and/or AVTF Lab |
| **13** | Composition I and II | College Algebra and Mathematical Thought | State required college level science with lab (4 hours) | American National Government | World Language course | Media and Society  Intro to Journalism |
| **14** | World Literature I and II |  |  | State required social science | Introduction to Philosophy  World Language course  Advanced electives | Broadcast News Reporting I and Lab  Public Speaking |
| **15** |  |  | State required college level science with lab (4 hours) | Basic Economics | Advanced electives | Broadcast News Reporting II and Lab  Media Law  Television News Reporting I  Television News Producing  Ethics in Journalism |
| **16** |  |  |  |  | Advanced electives  Cultural diversity studies course | Television News Reporting II  Journalism Writing  Ethics in Journalism  Journalism Electives |

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

Literacy and basic math skills are necessary for success in the communications and broadcast field. We strengthen those skills by requiring students to use grammatically correct writing and speaking as part of production. Students also often film teachers in other subjects. For example, one of our advanced students is working with the math department and one of the assistant principals to produce a series of videos on a blended learning curriculum for our math department. As he films and edits these pieces, he strengthens his math knowledge. Furthermore, in order for students to compete and attend conventions, they must have satisfactory grades in their other classes. Many students improve their math, English, science, and social studies grades so that they can compete and travel with our group.

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 have a concurrent credit agreement with Southern Arkansas University Tech. Students in our upper level film or television class can earn credit for field production at SAU Tech. Our agreement is that we will supervise the student and administer 3 tests that the student must pass in addition to all of the video work they do for us. We had 2 former students attend SAU Tech before the agreement was in place. We also are working with John Brown University, which is in our town, to get an articulation agreement in place since we send around 5 students a year into their digital cinema program.

1. Please provide information on **at least three partnerships** with *education institutions and groups* your program of study has, and describe how these partnerships have been built, maintained and sustained over time. Use this space to specifically address the secondary and postsecondary partners that contribute to and maintain this program of study.

|  |  |  |
| --- | --- | --- |
| **Education Partnership Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Southern Arkansas University Tech | Provides concurrent credit for students. | 1 year; the professor at SAU Tech noticed our program through awards earned at film festivals and reached out to us to ask if we would partner with SAU Tech. |
| John Brown University | Provides support and guidance; pipeline to post-secondary; work study opportunities for students. | 8 years; JBU has been a partner since the beginning of this program. Many of our students attend JBU and major in digital cinema; furthermore, we have a relationship with the AV work study group, AVL, and our students are often given priority for jobs with AVL due to their experience; professors from JBU often speak at our career night panel discussions with students about careers in the AV industry. |
| University of Arkansas | Provides support and guidance; pipeline to post-secondary; work study opportunities for students. | 6 years; U of A is the top choice for our students pursuing broadcasting and professors from U of A often speak at our career night panel discussions with students about careers in the AV industry. |
|  |  |  |

# **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 school does an excellent job of gauging the needs of our community and forming partnerships to put our students in those positions. We have a relatively new internship program that allows students to take class periods out of their school day to go and get practical work experience with an industry partner. We host an advisory council meeting once each semester to bring in industry partners and find out what need there is for our students. We use those meetings as an icebreaker to get the students in front of hiring managers, but to also figure out what skills employers are looking for so that we can cater our program and students to have those abilities.

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

Not all students are required to participate in an internship but our program does a good job of running our classrooms like a job anyway. Students must present their projects in an appropriate manner and maintain a professional attitude while doing so.

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

We have students working with an impressive production company called Intercut Productions. We also have students around town doing either projects or working directly for industry partners. Whether it is producing content for the communications department of the city of Siloam Springs, or just making a training video for a local company, our students are exposed to a workplace environment from early on. This behavior is how we like our classrooms to run so that students are prepared for work when they leave our program.

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** |
| OSHA | Not Required |
| Adobe Premiere | Not Required |
| FAA Part 107 | Required for future Drone Class |

We do not offer and are not required to offer any industry certification. Our state office is looking into certification instead of our end of year state test. We try to get students more involved with practical work experience since industry certification doesn’t really hold a lot of clout in our video industry. We do offer some certifications to our upper level students so that when they leave our program, they had the option of leaving with a certification. Our final certification is in a proposal we are working on for next school year. We are partnering with other CTE departments in our school to offer an upper level drone class that will incorporate film, engineering and agriculture programs. The drone pilot certification would be the beginning part of the class to get students eligible to operate the drone in class.

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)

Professional Development is an important part of keeping our program up to date. We also take advantage of our partnerships with other instructors around the area and state. We have an open dialogue with those other instructors to make sure that we are not only not falling behind, but that we stay on the cutting edge of changing technology. Sometimes we will do parts of projects with our students to show them how something may be done by an industry professional compared to what each of them are doing.

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?** |
| InterCut Productions | InterCut makes use of interns from our program on professional campaign shoots as well as for the nationally recognized Bentonville Film Festival; speakers from InterCut also visit our classes and speak at career night events | 3 years; InterCut Productions was co-founded by one of our former students and we celebrated their successes and growth as they began to be locally and nationally recognized for their work; they have remained active in our program and even produced a video for our school district utilizing our students as interns |
| Robertson Professional Media | Robertson Professional Media also makes use of interns from our program on professional campaign shoots; speakers from RPM are represented at our career night events; RPM has referred our students to other companies as interns | 8 years; even before RPM was founded, Todd Robertson of RPM was an early supporter and advisor for our program; Todd Robertson and RPM have continued to give support, guidance, and career opportunities to our students |
| MD Motion Design and Aerial Imagery | MD Motion Design also makes use of interns from our program on professional campaign shoots; speakers from MD Motion Design are represented at our career night events; MD Motion Design also offers technical support for all our computer issues and has worked in small groups with students to teach Adobe After Effects; MD Aerial Imagery is working with our instructors to begin the implementation of a drone class within our program that would also serve medical professions, agriculture, business, pre-engineering, and industrial arts classes | 8 years; even before MD Motion Design was founded, Michael Denison of MD Motion Design was an early supporter and advisor for our program; Michael Denison and MD Motion Design have continued to give support, guidance, and career opportunities to our students |
| City of Siloam Springs | The City of Siloam Springs as well as the Chamber of Commerce have offered commercial and marketing filmmaking opportunities to our students; the communications officer for the city is an invaluable resource as our program works to train students in communications and marketing | 4 years; our students reached out to the City Communications department for comments on a new kayak park for a film, and after seeing the students’ work, the communication director has begun utilizing our program to work on promotional materials for the City, also recommending our students and program to the Chamber of Commerce |
| 40/29 News | 40/29 News has hired three of our past graduates immediately upon graduation as camera operators; 40/29 News has a developing advisory role in our program | 1 year; after hiring students from our program, 40/29 News has reached out to ask if there are more students who would be interested in working for the station and is helping us create a direct to industry path for students who choose not to attend college |

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 are including our year-end report from the previous school year in the optional documents. That report, which is updated with stats from our current year, shows that our program is continuing to grow and we are providing students the education and opportunity to succeed in whatever they do after high school.

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?** |
| Main Street Siloam | As a nonprofit, Main Street Siloam is often looking for ways to promote their causes (local farmer’s market, downtown revitalization), and is beginning to work with our program to produce promotional materials; they are also supportive and interested in our developing drone program | 1 year; our program reached out to develop relationships with local nonprofits and Main Street was enthusiastic about the possibility |
| Siloam Springs Remote Control Modelers Club | The model aircraft club is interested in helping to sponsor portions of our developing drone program; they have pledged their support in terms of allowing us to use their airfield and will provide guest speakers, equipment purchase and maintenance assistance, and safety training for students and instructors | 1 year; the vice president of the club has a son who is interested in our program so we are reaching out to the club for assistance; additionally, the vice president’s husband taught a drone class at a local community college and will be working with us as we implement the new drone program |
|  |  |  |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2018-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

**THANK YOU!**

Thank you for completing this application! The selection committee will convene in December 2017 to review the applications and make final decisions. You will know the status of your application by January 25, 2018. The programs of study will be evaluated based on their effective leveraging of partnerships, alignment to rigorous and relevant college- and career-ready expectations, clear progression of knowledge and skills across secondary and postsecondary systems, integration of successful career guidance/advisement, and key indicators of student success.

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

We look forward to learning more about your program!

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