# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the sixth 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 learner 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;
* Providing concrete data on the program of study’s impact on learner achievement, success at both the secondary and postsecondary levels and meeting the needs of underserved populations; and
* Delivering high-quality and effective instruction.

**ELIGIBILITY**

* This award is open to any public 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 learner achievement will not be eligible for consideration.
* If your program has received in an Excellence in Action award from Advance CTE 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 21, 2018 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/2019-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 learner data.
* 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;
* 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 8-10, 2019 at the Advance CTE Spring Meeting; and
* Discounted rate to the Advance CTE Spring Meeting

**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/2019-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: Manufacturing
2. Point of Contact
 Name: Nels Lawrence

Email Address: lawrencen@kaukaunasd.org

Phone Number: 920-766-6113x5504
Address: 1701 County CE

 Kaukauna, WI 549130

1. Applicant’s School/College: Kaukauna High School
2. State: Wisconsin
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 manufacturing pathway at KHS has developed over the 20+ years since the new high school was built and it has evolved with the advent of the Wisconsin State Youth Apprenticeship certification. Students take a sequence of coursework in core classes (English-Math) and KHS technical classes with Fox Valley Technical College dual credit option. Manufacturing students then take one or two years of paid school district supervised, Youth Apprenticeship with cooperating employers and unions before entering degree or trade programs upon graduation.

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

 X Other rural/urban fringe-- Kaukauna is a city in Outagamie and Calumet counties, Wisconsin, United States. It is situated on the Fox River, approximately 100 miles north of Milwaukee. The population was 15,462 at the 2010 census. It is a part of the Appleton, Wisconsin Metropolitan Statistical Area.

 The community has a 130-year-old paper mill and is adjacent to a number of very large dairy farms. The machine tool and metal fabrication manufacturing industry has changed in the last 30 years from a support system for the many paper mills in the Green Bay, Appleton region to metal working manufacturing with a nationwide scope. There are three companies with a combined workforce of over 700 that build chemical and gas plant systems piping and pressure tanks that can be broken down and shipped to the sites usually in Texas of Oklahoma. The workers are members of the Local 400 Steamfitters and Plumbers Union which maintains a multimillion dollar training center on the north side of Kaukauna.

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The machine tool industry in Kaukauna continues to grow. With larger players like Fox Valley Tool and Die, over 200 employees, doing nationwide business making products such as drill parts for oil exploration. Smaller Kaukauna companies like Pioneer Machine and Advantage Machine have developed from tiny start-ups to adding a second shift. These two employers were founded by young entrepreneurs who started their careers as Kaukauna High School Youth Apprenticeship students.

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1. Please describe how your program of study was developed and how it ensures learners are academically and technically prepared for both postsecondary education and careers. Please also address the following:
	1. How were employers involved in the development and continue to be involved in the 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 learners 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)
2. The largest employers in Kaukauna are metal fabricators of pressure vessels, and piping systems used in the chemical industry. All of their welding is high skill certified work done by members of Local 400 Steamfitters and Plumbers Union. Their work forces number over 500 skilled trades members. Other major players in our community are machine tool and die companies.

 Employers large and small are partners in Youth Apprenticeship employing our students in either 1 or two year programs that require a paid state certified position requiring 900 hours work experience with an approved mentor. Five years ago the Kaukauna school district, Youth Apprentice coordinator, was a speaker at the Wisconsin State Meeting for Apprenticed Trades. He was invited by major unions to develop a process for student Youth Apprentices to learn about the union opportunities. A year long process including high school, union employers, and college representatives developed a pathway for students. KHS facilitates a process for employers and unions to update learning targets on a statewide level. The Steamfitters Local and employer partners now allow high school Youth Apprentices in our program to train at the union facility just as they will if they continue in the trade with the sponsoring companies.

B. The greying work force and the growing industries in our community has driven the efforts on our part. The four largest employers in Kaukauna have nearly doubled in size in the last 6 years. Current unemployment in our area is at 3%. Employers have turned to our program and now have established paid positions for high school youth apprentices which we attempt to fill every year. The KHS teacher assigned to Youth Apprenticeship continues to expand the program bringing in new employers each year expanding the numbers at annual meetings.

C. The employers require Technical College degrees and Trade Journeyman cards for employment post high school. The combination of dual credit high school classes and Youth Apprenticeship gives students and employers a fast start. Our Technical Ed. Department at KHS has state of the art welding stations for classes of 25 thanks to the help on world leader Miller Welding. Our machine shop has advanced new machining centers allowing students to become proficient in set up and programming before they apply for a Youth Apprenticeship. Students completing our program are fast tracked into adult apprenticeship. KHS made news when Local 18 Union offered an apprenticeship to our grad age 18. The state union president made the presentation noting that our student was 4 years younger than any new Wisconsin apprentice.

D. Dual credit with Fox Valley Technical College in our high school classes requires training of our teachers. FVTC created a special class for our teachers in machine tool skills. The Technical College teachers come to KHS working hand in hand as often as once a week. FVTC purchased new major machine tools for us in a buy one get one deal helping KHS to totally renew our shop area. Every dual credit teacher attends summer skill programs at FVTC.

**LEARNER 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 learner achievement will not be eligible for consideration. (100 word limit)

**Please note additional data that was maintained for or created by our governing agency CESA 6 which serves the role of control for Perkins Grants and the Wisconsin Youth Apprentice Certification program. The pie charts and supporting data for the most recent 3 years are included in the additional data for this award application in the form that they were received.**

A study was conducted as a part of a Masters in Technology Thesis at University of Wisconsin-Stout campus. The key findings were that 85% of Youth Apprentice/CO-OP students at Kaukauna were in a career track that followed their choices made at age 16 in our pathways. The findings were nearly identical to the 5-year post graduation study conducted by Fox Valley Technical College. The other notable question posed to Kaukauna graduates was on choices of education and training after high school. Regular education students were compared to students in the KHS who had an identifiable disability. Their rates of employment and training were statistically the same at 84%vs85%. The only difference was that regular education students were more likely to select more academic training rather than apprenticeships.

**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. Additionally, only include data where learners 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 | 2015-16 | 2016-17 | 2017-18 |
| **SECONDARY-LEVEL DATA** |
| **What is the total number of learners served by your school/institution?**  | 1208 | 1135 | 1202 |
| What is the total number of minority learners served by your school/institution?  | 144 | 156 | 156 |
| What is the total number of low-income learners served by your school/institution? | 104 | 174 | 247 |
| What is the total number of learners with disabilities served by your school/institution?  | 72 | 78 | 81 |
| What is the total number of English language learners served by your school/institution?  | 48 | 60 | 57 |
| **What is the total number of learners served by your program of study? Manufacturing-\* YA Apprentice total only- does not include large numbers who took only 1-2 manufacturing classes**  | 23 | 18 | 17 |
| % male learners in program of study  | 92% | 82% | 95% |
| % female learners in program of study  | 8% | 18% | 5% |
| % minority learners program of study  | 0% | 5% | 5% |
| % low-income learners program of study  | 15% | 18% | 16% |
| % learners with disabilities program of study  | 4% | 5% | 5% |
| % English language learners program of study  | 0% | 2% | 2% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.)  | %100 | %100 | %100 |
| % of learners in program of study who earned an industry-recognized credential  | % | % | % |
| % of learners in program of study who participated in work-based learning  | % | % | % |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors)  | 96% |  94% | 90% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors)  | 4% | 6% | 5% |
| **POSTSECONDARY-LEVEL DATA** |
| **What is the total number of learners served by your school/institution?**  |  |  |  |
| What is the total number of minority learners served by your school/institution? |  |  |  |
| What is the total number of low-income learners served by your school/institution? |  |  |  |
| What is the total number of learners with disabilities served by your school/institution?  |  |  |  |
| What is the total number of English language learners served by your school/institution?  |  |  |  |
| **Total number of learners served by your program of study**  |  |  |  |
| % male learners in program of study  | % | % | % |
| % female learners in program of study  | % | % | % |
| % minority learners in program of study  | % | % | % |
| % low-income learners in program of study  | % | % | % |
| % learners with disabilities in program of study  | % | % | % |
| % English language learners in program of study  | % | % | % |
| **Other relevant *demographic* data from your program of study**  |  |  |  |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible)  | % | % | % |
| % of learners in program of study who earned an industry-recognized credential (who were eligible)  | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible)  | % | % | % |
| % of graduates in program of study 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. If you are missing any data, please explain why and how you measure success.

 Attached data from our regional funding and control CESA 6 Cooperative Educational Services Administration. Their role is regional funding, accounting, monitoring of Youth Apprenticeship and Perkins funded activities. They review and submit documents for student certifications in Pathways. The pie charts for the past 3 years do show collected data by pathway

DATA reported to State and Federal agencies CTEERS data included in PDF attached to application breaks down post high school choices for students in CTE

It does not breakdown by pathways.

Notice the additional chart for 2018-19 There is a substantial increase of participation in multiple pathways. The entire program is operated via the Technology and Engineering department for job placement, site visits, grading, and certification. All students in the classroom section take a CO-OP/Youth Apprentice class as well as the specialized classes in subject area departments such as machine tool or culinary arts.

The collected data featured is used by our funding agency which handles certifications and manages the statewide program.

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

 Recruiting for our classes, pathways, work opportunities is done school wide. The program coordinator meets directly with teachers of students with disabilities. This has resulted in a high rate of success for students. Their individual education plans IEP are written with a plan for course work and employment in Youth Apprenticeship. ELL English language learners are recruited by approaching the ELL teacher to identify candidates. The KHS at risk program works with our pathways for work experience also and any student who completes the required course work may earn a certificate and state recognition.

 A new grant funded joint effort with the head of our Science Department is working to develop a STEM Girls program. Twenty-four girls are involved and they are working on a plan for a pathways event day with middle school girls to come to the Tech Ed and Science departments at the high school.

1. How do you ensure learner success, especially of those who from diverse backgrounds? Please provide examples of what supports you offer learners. (150 word limit)

Our program has been highly successful with students who an IEP Independent Educational Plan. These students often have their first or most successful mainstream classes in the Technology Education Dept. Tech Ed teachers participate in the meetings with special education staff, parents and counselors. Every group of students in Youth Apprenticeship program has included students with disabilities. The letter included in our application from G&G Machine mentions a long relationship and one of those key employees they cited was a student who most people would have thought to not go far. He has over 20 years and is an expert advanced programmer.

Our community is not as diverse as some regions in the USA but within the percentages present in our area we have currently and in the past had numbers of minority students employed in Youth Apprenticeship.

The data presented from our area governing agency CESA 6 (they administer the Dept. of Workforce Development funding) shows past percentages. As a region we have less than 10% minority students however the 2018-19 Youth Apprentice class does have Asian, African, and Native American students employed as we as students who identify as LBGT. KHS has a Diversity Club as a funded and active program and an active funded club for LBGT students. A key part of the curriculum in Youth Apprenticeship includes “Working in a Multicultural Workplace”.

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)

KHS is a chartered Skills USA school. Our two paid staff extracurricular activity positions support competitions for students. Kaukauna Skills activities are manufacturing pathways students using skills to build and win in the statewide Electrathon competitions. These students are employed by and funded by our manufacturing business partners

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

Wisconsin has implemented a career counseling model starting at 6th grade. Middle school students are introduced to manufacturing skills in Technology Education at grades 5 on. The high school counseling presents opportunity night for grade 8 parents and students with tours of our classes areas and shops. High School students do demos and answer questions. Three major unions sent employees for the event. Students lessons in a program called Career Cruising two Wednesdays per month. During junior year every family gets a one on one conference for career planning. Planed field trips are open for all student levels to employers and Technical Colleges. Students take the tech college entrance exam at no cost in our guidance department.

Every 8th grade Tech Ed class gets a chance to learn some essential skills in the manufacturing pathway including a very basic operation on the CNC mill. Recruiting starts in the sophomore year with informational materials for families. Each spring the employers come to KHS for a job fair which recruits graduating students but also attracts potential Youth Apprentices. Our partner G&G Machine has used our students in a profession recruiting video and allowed us to feature it on our web site.

1. Which technical, academic and/or employability 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 |  |
| **Career Cluster Technical Standards****Wisconsin Technology Education Standards** | **Content area standards MNF/Manufacturing****MNfF1 select and safely use tools****MNF1b create and communicate alternative solutions****MNF1c Demonstrate cooperation with others…****MNF 1d Manufacturing Processes****MNF1e Manufacturing Systems****MNF1f Select Technologies** **MNF1g Analyze welding use****MNF1h Analyze / use metal Mfg. Fab. Cutting** |
|  |  |
|  |  |

**When students enter our program we use the Wisconsin Technology standards which parallel Academic and Common Core in many ways. Our curriculum is written in a computer program adopted by the district which requires daily learning targets. In our first standard we start with safety as any person in our field does and employers were pleased that we did exactly the same safety training they did including having student meet communication standards by preparing safety presentations. The classroom sessions of manufacturing pathway stress the next two standards, communication of solutions in technical language and teamwork on the job. Lab projects require application of math and communication skills while working as a team. The last three examples in this brief explanation, relate to gaining knowledge of technology tools to measure and quality control the end product. The manufacturing student also applies standards based skills when writing the engineering journal required in our interscholastic skills competitions. The applied nature of the learning targets makes our program the showcase of improving math and literacy scores for students within the context of daily labs. Our use of the standards is grounded in nationally recognized anchor standards for literacy and writing. The Youth Apprentice program skills check sheets closely following our curriculum with targets established by the industry panels. Kaukauna has been asked by the state DPI to help revise standards and targets which we do with the help of our local industry panels. This together with frequent meetings on job sites keep us current.**

# **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.** Explain how your program of study ensures learners 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](https://cte.careertech.org/sites/default/files/PlanPathways-CareerCluster-AG-AgribusinessSystem.pdf) of the course sequence in lieu of filling out the chart below.

**Manufacturing program of study and 4-year plan for KHS students is attached in additional items area---shows required classes and pathway for students who will do an apprenticeship, two-year degree or a 4year manufacturing engineering technology degree**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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? Please provide one, specific example.

 Our best example is the leadership our department made with the Literacy Program in our district. Tech Ed text books are some of the most challenging material students encounter. According to our Literacy Coordinator most of our texts are Lexile or grade level grade 13-14 or Technical College level. Our CTE instructors not only embraced literacy we are leading our high school staff together with our literacy coordinator with examples of how to make this work. Our team work has been showcase at the national meetings of English/Communications professionals.

**SEE LETTER IN ADDITIONAL ITEMS FROM LITERACY PROGRAM LEADER**

1. List the opportunities for learners 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 Tran scripted credit articulation agreements. (250 word limit)

The dual enrollment/transcript credit agreement with Fox Valley Technical College includes classes that to many manufacturing career tracks at FVTC. The adoption of FVTC required English and math classes allows our students a head start in their manufacturing degree programs. The use of what we term “Youth Options” allows a student to enroll and attend the advanced level classes at FVTC at no cost while still in high school if they have completed our dual credit classes at KHS.

**Kaukauna Tech Ed classes in the Automated Manufacturing** major include:

**Programmable Logic Controllers** 2 cr FVTC furnishes software and over $15k in individual portable trainers

**Embedded Systems**-1 cr into to robotics programming and coding

**Concepts of Programming** 1 cr control logic and programming

**DC1 and 2** 2 cr Basic electronics required for multiple programs of study in manufacturing at

FVTC

**FVTC Machine Tool-Manufacturing degree classes at Kaukauna**

**Measurement and Bench work 3 cr precision measures and basic tools**

**Solidworks CAD design 2cr**

**Auto Cad design 1 cr**

**Sketching and drawing 1 cr**

**Dimensional drawing 1cr**

**Courses required in all majors offered at Kaukauna**

**Technical Math 3 cr**

 **Tech English 3 cr.**

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?** |
| Fox Valley Technical College | Provides staff training, financial support, lab equipment. FVTC instructors also come directly to our classes and work with staff and students. Curriculum is coordinated with FVTC and resources are shared  | Over 15 years Initiated by coordinator of dual credit at FVTC KHS has pursued development of new classes to be articulated |
| University of Wisconsin Oshkosh | This is a dual credit partner for students who wish to earn a 4 year degree in Engineering Technology-Manufacturing Track-provides financial support and training for High School staff | We are in our second year offering Intro to Technology for college credit |
| Northeast Wisconsin Manufacturers Alliance | Source of contacts beyond our immediate school district Provides programs for students and staff introducing students and counselors to hundreds of new contacts at their Green Bay events | 8 Years-Manufacturing firms in our region have developed partnership to seamlessly integrate technology education for students into a career. Participating employers are encouraged and recognized for their partnerships with schools |
| Local 400 Plumbers and Steamfitters Training Center | Due to our efforts to include high school students the NE Wisconsin center in Kaukauna is now open to our students employed by area union contractors and manufacturing firms. They also sponsor welding fabrication contests for area schools and supply materials for our classes at KHS. Their instructors work with ours to align our curriculum | 5 years we jointly changed the system for entry and with the cooperation of the manufacturing employers students earn credits toward their trade apprenticeship while still in high school |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. 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. What labor market data does your program of study use to align to workforce needs? (250 word limit)

Wisconsin Dept. of Workforce Development (DWD) projects solid numbers. The following data is current October US BLS data as cited on our DWD Highlights of today's state-by-state rankings include:

* Wisconsin's addition of 22,800 manufacturing jobs from September 2017 to September 2018 ranked 2nd nationally and No. 1 in the Midwest.
* Wisconsin's labor force participation rate of 68.6 percent was the 7th best rate in the country.
* Wisconsin's historically low unemployment rate of 3 percent in September was tied for 10th lowest rate in the nation. The state's unemployment rate has been at or below 3 percent for eight consecutive months for the first time in history.
* Our program is actively involved and has received an award from the North East Wisconsin Manufacturers Alliance headquartered in Green Bay. They are a prime source for the needs of industry in our immediate area.
* Kaukauna developed a plan working with the Steamfitters and Plumbers Union which has become the model for entry to the manufacturing pathway.

Our Youth Apprentice Coordinator, union officials, employer representatives, and a paid consultant from the University of Wisconsin spent a summer meeting weekly to build a fast track for students. In the past it was assumed that the students could not work in union shops and that they would have to join the que after graduation often waiting years to actually start their apprenticeship. Today students from our program and others in the region are already training at the union center while finishing our high school program.

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

 Students who elect to take classes in the manufacturing pathway qualify for workplace learning. When they apply for the junior senior paid youth apprenticeship, they are expected to have some level of background class work and during the one or two-year program they are required to have supporting courses during each term they are participating. Students who do not apply for work based learning may continue to take courses and they are eligible to enroll in free Fox Valley Technical College classes when they have exhausted the offerings at our high school. Many of these students continue and are often one semester ahead upon college entry.

Some of the students in our programs including those who have work experience opt for entry to a 4-year Engineering track. Wisconsin state university system schools recognize our dual credit classes for advanced standing.

In the collection of supporting documents, we are including the Manufacturing Youth Apprentice document which has several sub sets of manufacturing competency requirements for either a 1 or 2-year program. The students apply and are screened for the program and they prepare resumes and apply at area employers. They are assigned workplace mentors and the high school coordinator meets with student’s family and employers. During the year the school coordinator grades performance and continues to meet with the student and employer to ensure progress. At the end of the year there is and exit plan and transition. Students who complete receive the Wisconsin State Youth Apprentice certificate.

1. Please list the industry-recognized credentials/certifications/licenses offered/required. If your program of study does not include industry-based credentials/certifications, please explain why. (200 word limit)

 The certificates are either one year or two year programs in manufacturing pathways and they are certified by the Wisconsin Department of Workforce Development, and the Department of Public Instruction. Students must complete competencies that were designed in concert with the manufacturing industry in Wisconsin. Kaukauna has participated in revisions bringing in our employer base to insure that the standards for the certificate actually reflect current industry standards and needs.

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| --- | --- |
| **Offered** | **Required**  |
| Manufacturing Youth Apprentice level 1 | 450 hours and pathway |
| Manufacturing Youth Apprentice level 2 | 900 hours and pathway |
| OSHA10 | Required in program |

1. Please provide information **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?** |
| G&G MachineLarge local Machining Firm. Over 50 employees | Has hired and trained our Youth ApprenticesHas donated machining center to KHSHas sent expert staff to work with our instructors and studentsHas donated cash to student competitions | This relationship has been on going over a 20-year span. Owners and their staff have sought opportunities to work with our program. Current staff at G&G has key employees who started 20 years ago in our program |
| Team Industries Large manufacturer of Tanks and process piping over 300 employees  | Hired and trained Youth Apprentices Worked with Local 400 to implement early union membership for high school students | Top management supports our schools at many levels over 20 years Current Superintendent of ManufacturingStarted his career as one of our program students |
| Local 400 Steamfitters and Plumbers Union | Partner in developing programs for early entry to registered apprenticeship. Continued support in training our students at their regional apprentice center during the students junior and senior year | This relationship in its present form started with an entire summer of work with our staff , the union and paid consultants with the goal of increasing enrollment in critical skilled trades |
| Fox Valley Tool &Die2 plants over 250 employees in Kaukauna | Youth Apprentice partner, special projects partner –they funded welding and fabrication skills project for a team completion at Fox Valley Technical College. Company CEO created lesson plans and furnished measuring tools to every member of our state Tech Ed teacher association. | This company has been a supporter of our program for over 20 years  |
| Bassett MechanicalLarge employer metal fabrication 200+ employees | The female president and vice-president of this company have participated in efforts to be inclusive. | Our relationship goes back over 20 years and they are an employer of our students/gradsThey also sponsor our Manufacturing team competition |

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 learners who participate. (Optional)

 Our Technology Education Teachers have had published work in several national journals, and were program presenters at multiple Wisconsin Technology Education Association (WTEA) annual meetings. Wisconsin has over 400 school districts. Kaukauna won WTEA Program of Excellence award in 2016. Dept. Chair N Lawrence was invited to present original academic technology use at the International Technology Education Convention.

Kaukauna was nominated for Excellence in Manufacturing/K12 Partnership by the members of the Northeast Wisconsin Manufacturing Alliance in 2017.

Four out of five KHS Technology Teachers have Masters Degrees and are certified beyond the Wisconsin Tech Ed level for high school. They have industry certification which requires at least 1000 hours in an actual skill level industry position. This is the same certification most technical college teachers have.

There are approximately 18 graduates in the Machine Tool program at Fox Valley Technical College each year. The program coordinator has reported KHS students as dominating the top 3 slots every year. Their rich experience in our dual credit program coupled with as much as 1200 hours of paid experience in Youth Apprenticeship gives them an unbeatable edge.

**Note the article for Gear Magazine and other attachments in additional materials**

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)

**Please note additional info attached in support of this application.**

|  |  |  |
| --- | --- | --- |
| **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?** |
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|  |  |  |

# **SUBMIT YOUR APPLICATION**

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* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2019-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! You will know the status of your application by January 22, 2019. 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 learner 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.