# **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: Gas Metal Arc Welding (GMAW) Technical Diploma High School Pathway Academy
2. Point of Contact  
    Name: Bonnie Osness

Email Address: osnessb@ntc.edu

Phone Number: 715.803.1472  
Address: 1000 W. Campus Drive, Wausau, WI 54401

1. Applicant’s School/College: Northcentral Technical College
2. State: Wisconsin
3. Type of institution (click the box to check)

☐ Area technical center

☐ Career academy

☐ Comprehensive high school

☐ Community college

Technical college

Other (please specify)

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| --- |
|  |

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.

In place since the 2014-2015 academic year, the Gas Metal Arc Welding (GMAW) Technical Diploma is available to anyone enrolling in it at the Northcentral Technical College (NTC) Wausau or Phillips campuses. The specific program of study for this award is the Gas Metal Arc Welding (GMAW) Technical Diploma High School Pathway Academy, which allows high school students across NTC’s District the opportunity to complete the coursework for this diploma with the specific offering at NTC’s Phillips campus in partnership with the Chequamegon, Phillips, and Rib Lake School Districts. Graduates of this program participate in NTC’s graduation ceremony, gain employment as welders, and/or seamlessly continue on their educational pathway by enrolling in NTC’s one-year Welding Operations Technical Diploma or two-year Welding & Robotic Operations Associate Degree, which has articulation agreements with several four-year colleges.

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

Overall, NTC is 1 of 16 two-year post-secondary colleges in the Wisconsin Technical College System (WTCS). As a commuter college, NTC serves a 10-county District the size of Connecticut. In the last four years, the percentage of NTC students qualifying for financial aid has increased from 69% to 83%. The specific setting for this application’s program of study is NTC’s northernmost campus in Phillips, WI. With a median household income of $36,000 and a poverty rate of 20.4%, one of the main industries in the Phillips area is manufacturing.

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)

Over the last several years NTC has focused on creating career pathway opportunities for students. In 2014, NTC Welding faculty proposed to their advisory committee (comprised of NTC faculty and staff, industry employers, and high school CTE staff) the idea to create a short-term, 15-credit GMAW technical diploma program that would fully embed into NTC’s one-year Welding technical diploma and two-year Welding Robotics & Operation associate degree. The GMAW Technical Diploma provides a solid foundation in process-specific production welding technology. The program is designed to develop the necessary entry-level competencies for work in the production welding and metal fabrication industries. As a Wisconsin Technical College System (WTCS) approved program, the GMAW technical diploma fully ladders into NTC’s Welding Technical Diploma and Welding Fabrication & Robotics Associate Degree programs.

As required by WTCS program approval policy, the advisory committee supported NTC’s pursuit of the GMAW technical diploma, and provided input on the postsecondary program courses to include. These postsecondary courses are chosen from courses within the Welding Technical Diploma and the Welding Fabrication & Robotics Associate Degree, so students completing the GMAW program have a head start on either of these two more advanced programs. Meeting twice yearly, the advisory committee continues to discuss all the welding programs NTC offers. Employers and high school CTE staff provide current perspective on the skills graduates need to be successful in the workplace, helping NTC faculty develop industry-validated postsecondary curriculum.

Currently there are 1,109 jobs in the NTC District in this occupation, 199% above the national average. Additionally, over the next 10 years this occupation is expected to grow by 6% with 129 projected annual openings. With a strong manufacturing presence in the District, graduates of the GMAW program can address the skills gap by filling entry-level positions while pursuing further education to learn more advanced skills in NTC’s Welding Technical Diploma or Welding Fabrication & Robotics Associate Degree programs.

In 2014 NTC partnered with the Chequamegon, Phillips, and Rib Lake School Districts to offer the GMAW technical diploma as a High School Career Pathway Academy. High school students are offered the opportunity to take all the required NTC classes for the GMAW technical diploma free of charge. The cost of student tuition for this program has been covered by NTC’s Foundation, and by the individual school districts. NTC’s cost of offering the program, case management of students participating, and student supplies and textbooks has been covered by funds from a Department of Workforce Development (DWD) Wisconsin Fast Forward Blueprint for Prosperity grant and Expanded Wisconsin Fast Forward grant, a WTCS Career Pathways Consortium grant, and through NTC budget allocation. The school districts created the opportunity for high school students to complete NTC postsecondary welding courses taught by NTC faculty in the in the morning at the NTC Phillips campus, and then travel back to their respective schools to complete core high school courses in the afternoon.

# **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)

The students enrolled in this program of study are high school students taking postsecondary classes through NTC, therefore there is no individual student data reported for the postsecondary level. Secondary level data related to the percentage of seniors in program of study who graduated high school (who were eligible/seniors), percentage of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors), and percentage of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) was not available to NTC, resulting in the data being reported by students served. NTC had to rely on participants self-reporting this information. Phone calls were made to the 36 students served to obtain the data. Out of the 36 total participants between 2015 and 2018, NTC had success connecting with only 4 participants resulting in an 11% response rate. NTC believes the high school graduation rate for students participating is higher, but does not have availability to the data to support this.

**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? (Data from Chequamegon, Phillips, and Rib Lake School Districts combined)** | 601 | 600 | 625 |
| What is the total number of minority learners served by your school/institution? | 46 | 48 | 53 |
| What is the total number of low-income learners served by your school/institution? | 244 | 168 | 234 |
| What is the total number of learners with disabilities served by your school/institution? | 62 | 80 | 89 |
| What is the total number of English language learners served by your school/institution? | 8 | 9 | 14 |
| **What is the total number of learners served by your program of study?** | 11 | 12 | 13 |
| % male learners in program of study | 82% | 92% | 85% |
| % female learners in program of study | 18% | 8% | 15% |
| % minority learners program of study | 0% | 0% | 0% |
| % low-income learners program of study | 0% | 0% | 0% |
| % learners with disabilities program of study | 9% | 25% | 15% |
| % English language learners program of study | 0% | 0% | 0% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 100% | 92% | 100% |
| % of learners in program of study who earned an industry-recognized credential | 100% | 100% | 100% |
| % of learners in program of study who participated in work-based learning | 1 | 1 | 1 |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 0%, as reported | 8%, as reported | 23%, as reported |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | 10% enrolled at NTC, other college enrollment not reported | 8% enrolled at NTC, other college enrollment not reported | 13% enrolled at NTC, other college enrollment not reported |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 0%, as reported | 8%, as reported | 23%, as reported |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution? (Data from NTC)** | 8966 | 8579 | 9126 |
| What is the total number of minority learners served by your school/institution? | 847 | 785 | 833 |
| What is the total number of low-income learners served by your school/institution? | 2725 | 2391 | 2499 |
| What is the total number of learners with disabilities served by your school/institution? | 421 | 410 | 379 |
| What is the total number of English language learners served by your school/institution? | 65 | 50 | 56 |
| **Total number of learners served by your program of study** | 0 | 0 | 0 |
| % male learners in program of study | N/A | N/A | N/A |
| % female learners in program of study | N/A | N/A | N/A |
| % minority learners in program of study | N/A | N/A | N/A |
| % low-income learners in program of study | N/A | N/A | N/A |
| % learners with disabilities in program of study | N/A | N/A | N/A |
| % English language learners in program of study | N/A | N/A | N/A |
| **Other relevant *demographic* data from your program of study** | N/A | N/A | N/A |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible) | N/A | N/A | N/A |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | N/A | N/A | N/A |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | N/A | N/A | N/A |
| % of graduates in program of study who transitioned to further postsecondary education (who were eligible) | N/A | N/A | N/A |

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.

Source of Secondary-level data related to the school/institution is: <https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

Source of additional Secondary-level and Postsecondary-level data is internal NTC Student Information System (PeopleSoft) data. Upon enrollment in NTC coursework, students answer questions regarding their demographics, so demographic information is self-disclosed. Information regarding enrollment in post-secondary education after graduation from high school is also gathered through NTC’s Student Information System. This does not include students who attended a different post-secondary institution after graduating high school.

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

One of NTC’s core institutional beliefs is diversity. NTC’s Diversity Committee works to communicate the value of diversity, provides opportunities for faculty and staff to learn about diversity and culture, and provides co-curriculum activities for students. Diversity is a competency in faculty evaluations. In addition, NTC provides accommodations that allow students with learning needs to fully participate in the technical college environment. The Disabilities Services Office (DSO) approves and documents reasonable accommodations to ensure equal access to all programs, and serves as a conduit to community resources, working individually with qualified students. By covering the cost of tuition, supplies, books, students in this program of study are provided the means to complete a technical diploma virtually free of charge allowing low-income students access to a college credential.

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)

NTC’s Academy Specialist facilitates constant communication about learner progress between the students, parents/guardians, and the school district. This case manager refers students, as necessary, to NTC’s resources including the Academic Resource Center, Disabilities Office, Transfer and Placement, Student Life, etc. At NTC, a Minority Student Coordinator/Advisor aids in recruiting and provides a linguistic match to minority students and parents. This specialist provides students with assistance in selection of career and program areas, advisement of admission requirements, orientation to College Activities, explanation of program resources and procedures, assistance with financial aid, and other educational-related issues. DSO also supports students through non-mandated services, such as referral for individual tutoring and counseling.

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)

Although other NTC students have the opportunity to participate in Skills USA, and other approved CTSOs, the GMAW High School Pathway Academy program of study is not directly associated with a CTSO.

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)

Recruitment of students into CTE programs involves collaboration with District high schools, who help to identify potential learners into NTC’s programs of study. High school students explore careers through the use of Career Cruising software.

NTC’s Academy Specialist provides on-going case management within this program of study through regular check-ins with students, parents/guardians, instructors, and high school counselors. Issues that arise are addressed immediately. Case management also includes classroom visits and occasionally sitting in with the students during their instructional time. Progress grade reports are sent out to the high schools and parents/guardians on a regular basis.

Case management also includes job placement efforts by working with NTC faculty to plan business tour opportunities. Students are invited to job fairs and a resume-building workshop. Welding students who are interested in continuing their education at NTC are being connected with NTC Career Coaches who provide career exploration services, and provided individual assistance with college applications (i.e., registration, financial aid, and scholarship).

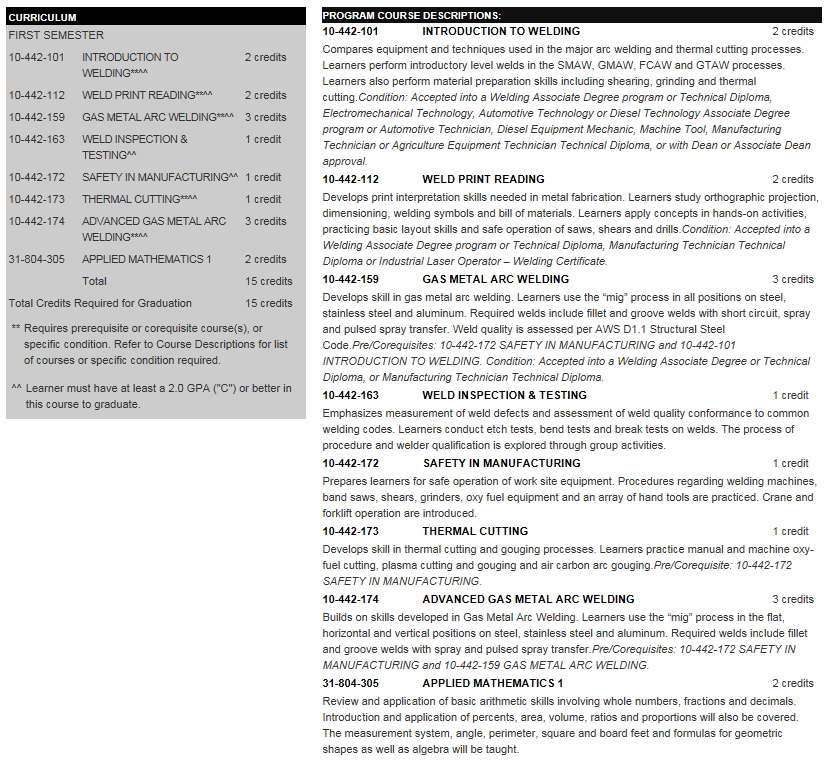
1. Which technical, academic and/or employability standards does your program of study incorporate at the secondary and/or postsecondary level and how? (Please list the standards you use and be specific regarding how your program uses industry, national, state and/or locally-developed standards) (250 word limit)

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| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | * Demonstrate industry-recognized safety practices * Interpret welding drawings * Produce gas metal arc weld (GMAW)   These academic standards are determined through the WTCS Technical Skill Attainment (TSA) process. This process involves faculty from “like” programs across the WTCS gathering and determining the outcomes/skills graduates will have attained. These outcomes are then presented to advisory committees, comprised of employers, to be approved. This is Phase 1 of the WTCS TSA process. Then, faculty at each college determine how they will directly assess the TSA outcomes. The assessment plan is also presented to the advisory committee for approval, prior to full implementation. WTCS oversees the Phase 1 and Phase 2 approval of college TSA assessment plans. |
| Career Cluster or Technical Standards | Not Incorporated |
| Employability Standards | Not Incorporated |
| NTC Soft Skills | * Think Critically & Creatively * Act Responsibly * Work Productively * Work Cooperatively * Communicate Effectively * Demonstrate Integrity * Develop Global Awareness   NTC has established seven Soft Skills which have been validated by advisory committee District employers. The Soft Skills are essential life skills which are necessary for success. The Soft Skills are introduced, practiced, and assessed throughout the duration of an NTC program. |

# **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.

The following is the layout of courses within the GMAW Technical Diploma program of study:

High school junior and senior students have gained skills and knowledge through the completion of secondary coursework to prepare them for successful participation and completion of the GMAW High School Pathway Academy. The GMAW Technical Diploma program provides a solid foundation in process-specific production welding technology. The program is designed to develop the necessary entry-level competencies for work in the production welding and metal fabrication industries. Course work includes all position “mig” welds on steel, stainless steel and aluminum, mechanical and thermal cutting, fabricating parts from prints and assessing weld quality.

1. How do you ensure that CTE instruction and coursework is integrated with core academics? Please provide one, specific example.

Contextualized opportunities within 31-804-305 Applied Mathematics 1 provide hands-on learning for students to connect math concepts necessary for welding skills. Applied math work specific to welding that the instructor covers include measurement and tolerances, thicknesses and cross-sections, and formulas for how welded parts can shrink/change in grooved joints (transverse shrinkage).

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 transcripted credit articulation agreements. (250 word limit)

The courses within this program of study do not need to be transcribed to NTC, as students are taking and completing NTC courses as they work towards attainment of the GMAW Technical Diploma. Completed courses in this program of study appear on a student’s NTC transcript. Also, upon successful completion of the program, students are eligible to participate in the NTC graduation ceremony to personally receive their credential. Should students continue their educational pathway and complete the Welding Fabrication and Robotics Associate Degree, they have the opportunity to seamlessly pursue a bachelor’s degree through established articulation agreements with several 4-year institution partners.

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.

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| --- | --- | --- |
| **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?** |
| Chequamegon School District | As part of their commitment to the success of this project, Chequamegon School District partners with NTC in the following ways:   * Identify and enroll sophomores, juniors, or seniors in the program * Send appropriate district staff and faculty to professional development and curriculum training workshops * Allow students to participate in business and college visits related to this program * Support communication efforts to stakeholders, including parents/guardians and students * Participate in sponsored trips, tours, forums, etc. * Assist in the continued development of career pathways that provide exit points to employment and opportunities for job growth * Provide insight to curriculum development and program design   Participate in continuous improvement program processes | Four years active, this partnership developed through working with the Wisconsin Department of Workforce Development (DWD) in conjunction with grant funding provided by DWD to develop high school workforce training programs to grow the labor pool for District businesses in need of skilled workers. This partnership is maintained and sustained through bi-annual partnership meetings with NTC and through intentional outreach. |
| Phillips School District | As part of their commitment to the success of this project, Phillips School District partners with NTC in the following ways:   * Identify and enroll sophomores, juniors, or seniors in the program * Send appropriate district staff and faculty to professional development and curriculum training workshops * Allow students to participate in business and college visits related to this program * Support communication efforts to stakeholders, including parents/guardians and students * Participate in sponsored trips, tours, forums, etc. * Assist in the continued development of career pathways that provide exit points to employment and opportunities for job growth * Provide insight to curriculum development and program design * Participate in continuous improvement program processes | Four years active, this partnership developed through working with the Wisconsin Department of Workforce Development (DWD) in conjunction with grant funding provided by DWD to develop high school workforce training programs to grow the labor pool for District businesses in need of skilled workers. This partnership is maintained and sustained through bi-annual partnership meetings with NTC and through intentional outreach. |
| Rib Lake School District | As part of their commitment to the success of this project, Rib Lake School District partners with NTC in the following ways:   * Identify and enroll sophomores, juniors, or seniors in the program * Send appropriate district staff and faculty to professional development and curriculum training workshops * Allow students to participate in business and college visits related to this program * Support communication efforts to stakeholders, including parents/guardians and students * Participate in sponsored trips, tours, forums, etc. * Assist in the continued development of career pathways that provide exit points to employment and opportunities for job growth * Provide insight to curriculum development and program design   Participate in continuous improvement program processes | Four years active, this partnership developed through working with the Wisconsin Department of Workforce Development (DWD) in conjunction with grant funding provided by DWD to develop high school workforce training programs to grow the labor pool for District businesses in need of skilled workers. This partnership is maintained and sustained through bi-annual partnership meetings with NTC and through intentional outreach. |

# **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)

According to 2018 Economic Modeling Specialists International (EMSI) data, currently there are 1,109 jobs in the NTC District in this occupation, 199% above the national average. Additionally, over the next 10 years this occupation is expected to grow by 6% with 129 projected annual openings.

The GMAW Technical Diploma supplies graduates who have been skilled as entry-level welders. These graduates are qualified to fill the open jobs across the NTC District for the many manufacturing businesses who are in need of skilled workers, as indicated by EMSI reports, Advisory Committee feedback on industry trends, and through communication from established employer partnerships.

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)

Learners are not required to participate in a work-based learning opportunity. However, the Youth Apprenticeship (YA) program is an option that juniors and seniors have to participate in. The YA program gives them an opportunity to experience their future career first hand. Learners are offered 11 different programs to choose from, each with a different industry focus.  They identify a program area they are interested in learning more about and they are placed with a local employer.  The employer is responsible for mentoring them and teaching them the entry level skills needed for their industry.  Additionally, learners are required to take related instruction each semester they participate in the YA program.  They can fulfill this requirement with high school level or postsecondary courses.  For learners participating in the GMAW Technical Diploma, these courses fulfill the requirement.  Lastly, this is a paid work experience for learners.  If they successfully complete the requirements, they receive a state-recognized skills certificate from Department of Workforce Development (DWD) and they also receive high school credit, and in some cases, additional postsecondary credits. The YA program provides these learners an opportunity to apply what they are learning in the classroom at their worksite.

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)

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| --- | --- |
| **Offered** | **Required** |
| Gas Metal Arc Welding (GMAW) Technical Diploma awarded by NTC | N/A |
| Youth Apprenticeship Certification awarded by the Wisconsin Department of Workforce Development to students participating in and successfully completing Youth Apprenticeship commitment | N/A |

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.

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| --- | --- | --- |
| **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?** |
| Agra Industries | As part of their commitment to the success of this project, Agra partners with NTC in the following ways:   * Continue to identify necessary workforce skills/competencies so curriculum accurately reflects industry trends * Assist in the continued development of career pathways that provide exit points to employment and entry points into education to provide opportunities for growth * Provide work-based learning opportunities as appropriate to the welding credential * Give preference to employing and/or promoting candidates who receive an industry-recognized credential * Participate in mock interviews, job fairs, class guest lectures, and industry tours to discuss and showcase career opportunities, skill needs, and local area opportunities | Four years active, this partnership developed through working with the Wisconsin Department of Workforce Development (DWD) in conjunction with grant funding provided by DWD to develop high school workforce training programs to grow the labor pool for District businesses in need of skilled workers. This partnership is maintained and sustained through bi-annual advisory committee participation and intentional outreach. |
| G3 Industries | As part of their commitment to the success of this project, G3 partners with NTC in the following ways:   * Continue to identify necessary workforce skills/competencies so curriculum accurately reflects industry trends * Assist in the continued development of career pathways that provide exit points to employment and entry points into education to provide opportunities for growth * Provide work-based learning opportunities as appropriate to the welding credential * Give preference to employing and/or promoting candidates who receive an industry-recognized credential * Participate in mock interviews, job fairs, class guest lectures, and industry tours to discuss and showcase career opportunities, skill needs, and local area opportunities | Four years active, this partnership developed through working with the Wisconsin Department of Workforce Development (DWD) in conjunction with grant funding provided by DWD to develop high school workforce training programs to grow the labor pool for District businesses in need of skilled workers. This partnership is maintained and sustained through bi-annual advisory committee participation and intentional outreach. |
| OEM Fabricators, Inc. | As part of their commitment to the success of this project, OEM Fabricators, Inc. partners with NTC in the following ways:   * Continue to identify necessary workforce skills/competencies so curriculum accurately reflects industry trends * Assist in the continued development of career pathways that provide exit points to employment and entry points into education to provide opportunities for growth * Provide work-based learning opportunities as appropriate to the welding credential * Give preference to employing and/or promoting candidates who receive an industry-recognized credential * Participate in mock interviews, job fairs, class guest lectures, and industry tours to discuss and showcase career opportunities, skill needs, and local area opportunities | Four years active, this partnership developed through working with the Wisconsin Department of Workforce Development (DWD) in conjunction with grant funding provided by DWD to develop high school workforce training programs to grow the labor pool for District businesses in need of skilled workers. This partnership is maintained and sustained through bi-annual advisory committee participation and intentional outreach. |
| Merrill Iron & Steel, Inc. | As part of their commitment to the success of this project, Merrill Iron & Steel, Inc. partners with NTC in the following ways:   * Continue to identify necessary workforce skills/competencies so curriculum accurately reflects industry trends * Assist in the continued development of career pathways that provide exit points to employment and entry points into education to provide opportunities for growth * Provide work-based learning opportunities as appropriate to the welding credential * Give preference to employing and/or promoting candidates who receive an industry-recognized credential * Participate in mock interviews, job fairs, class guest lectures, and industry tours to discuss and showcase career opportunities, skill needs, and local area opportunities | Four years active, this partnership developed through working with the Wisconsin Department of Workforce Development (DWD) in conjunction with grant funding provided by DWD to develop high school workforce training programs to grow the labor pool for District businesses in need of skilled workers. This partnership is maintained and sustained through bi-annual advisory committee participation and intentional outreach. |

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)

One key to the success of this program of study is NTC’s Academy Specialist, who provides on-going case management within this program of study through regular check-ins with students, parents/guardians, instructors, and high school counselors.

Testimonials from employers indicate this program of study provides an increased pool of skilled workers. Employers have the opportunity to meet with these students throughout their training, including welcoming students for tours of their businesses. Many employers indicate their support of a program like this and the importance of helping students develop job skills early.

Participating school districts recognize this program of study as the opportunity to provide enhanced training to students as part of their career pathway. They indicate some students participating were not committed to high school and completing their education, this training provided them a new incentive to finish. For many who offer Dual Credit and other academies for students, this allowed students who had already completed related coursework to expand their training. Successful students were eligible for Wisconsin Act 59 funding which provides monies to school districts as students complete an industry-recognized credential. In addition, students who may not otherwise have had the opportunity to pursue postsecondary education were given that chance, graduating high school with an already earned college credential.

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)

In addition to the Gas Metal Arc Welding (GMAW) Technical Diploma High School Pathway Academy partnerships with previously mentioned businesses and school districts, NTC has established partnership with the Wisconsin Department of Workforce Development (DWD). DWD has awarded close to $400,000 in grant funding to support building the skilled pipeline of high school students who can enter the workforce and/or continue to gain further education in the field of study. Additional partnerships related to DWD include commitment to the North Central Wisconsin Workforce Development Board and the Northwest Wisconsin Workforce Investment Board.

In support of this program of study, NTC also established partnership with the Wisconsin Technical College System (WTCS) through application and award of a $96,000 WTCS Consortium Career Pathways for Educational Attainment grant. The goals of this grant included creating academies for secondary students that would support seamless movement from secondary to postsecondary education.

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