# **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: Applied Mechanical Engineering
2. Point of Contact  
    Name: Ted McNett

Email Address: ecmcnet@carrollk12.org

Phone Number: 410-751-3049  
Address: Carroll County Public Schools

125 North Court St

Westminster, MD 21157

1. Applicant’s School/College: Carroll County Career and Technology Center

1229 Washington Rd

Westminster, MD 21157

1. State: Maryland
2. Type of institution (click the box to check)

X 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

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 Applied Mechanical Engineering program (formerly Manufacturing and Machine Technologies) prepares students, since 2012, for a beginning career as a machinist, production operator, quality control technician, or manufacturing engineering technologist in the computer-enhanced manufacturing environment through hands-on experiences using industrial tools and advanced computer numerically controlled (CNC) equipment. Students learn about workplace safety, teamwork, metallurgy, computer aided manufacturing software, robotics, control systems, project management, fabrication, lean manufacturing, and quality assurance. Throughout the course, students work toward specific certifications from the National Institute of Metalworking Skills (NIMS) which leads to potentially earning articulated college credits through our post-secondary partners.

1. Please check the geographical and demographic setting for your program of study and describe the geographic and economic conditions of the region served by the school.

☐ Urban

☐ Suburban

X Rural

☐ Other

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)

In February 2012, Carroll County Public Schools (CCPS) was chosen by the U.S. Department of Education as the first stop in the series of visits to showcase exemplary career programs focused on advanced manufacturing. The Applied Mechanical Engineering (AME) program at Carroll County Career and Technology Center (CCCTC) was selected as a result of having recently received National Institute of Metalworking Skills (NIMS) accreditation. NIMS provided the AME students with the opportunity to earn national industry certifications. The AME program received recognition as the first high school in Maryland to receive accreditation from NIMS in 2011.

As a result of the earned NIMS credentials many students went right into industry to manufacture parts for companies such as NASA, Northrop Grumman, General Dynamics and the Department of Defense. Others have pursued further NIMS credentials and education by attending Pennsylvania College of Technology, Community College of Baltimore County, University of Northwestern Ohio, and Carroll Community College (CCC).

AME is a rigorous, high quality STEM completer program that is specific to the level of knowledge and skill development demanded by local industry that includes over seventy manufacturing and machining facilities in Carroll County. The students who complete this program while being prepared for postsecondary education and the local workforce are also competitive globally.

The success of the program and the reason it is an outstanding CTE program may be best expressed by a 2012 completer; "I came right out of here, went right into industry, and I've been working in industry for over a year now, and I love what I do."

AME is a premiere CTE program. It is known throughout the entire community as a highly successful, rigorous and relevant program that prepares students for further education and careers in the 21st century. Much work was required to redesign the former program in order to migrate to AME. The MET-TEC (PAC) worked side by side with CCPS to plan for and implement the program. They reviewed the online textbook Tooling U, assessed Gibbs CAM industry-standard software, and researched program accreditation through National Institute of Metalworking Skills (NIMS). The PAC was instrumental in the selection of new computer numerical controlled (CNC) machines. As a result of this input, much of the FY 2009 Perkins Plan was written to support the redesign and upgrade of this program to a 21st century manufacturing program. At the recommendation and with the support of the key stakeholders the laboratory and class room were reconfigured and updated to reflect current industry standards. In addition, MET-TEC provided professional development for the teacher that included assistance with tooling and resources.

Students, have the benefit of the improved facility, resources, materials and equipment in a value-added program that will provide both articulated college credit and industry-standard national certification. CCPS has articulated the AME program with two postsecondary institutions for up to 18 college credits. CCPS and the MET-TEC are committed to working together to implement a program that meets the needs of both students and our industry partners.

# **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)

Upon graduation our students have several pathway options; enter the workforce, enter a technical school, college, or the military. We have partnerships with several post-secondary institutions where the students can earn articulated credits for the coursework and NIMS certifications the students earn while in the program. Currently the information of our graduates is not accurately tracked. CCPS is working to develop an accurate system to capture the accomplishments of our graduates after high 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. 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?** | 1321 | 1306 | 1275 |
| What is the total number of minority learners served by your school/institution? | 158 | 159 | 163 |
| What is the total number of low-income learners served by your school/institution? | 195 | 169 | 153 |
| What is the total number of learners with disabilities served by your school/institution? | 36 | 112 | 205 |
| What is the total number of English language learners served by your school/institution? | 7 | 0 | 3 |
| **What is the total number of learners served by your program of study?** | 31 | 27 | 26 |
| % male learners in program of study | 100% | 96% | 92% |
| % female learners in program of study | 0% | 4% | 8% |
| % minority learners program of study | 10% | 11% | 4% |
| % low-income learners program of study | 10% | 11% | 19% |
| % learners with disabilities program of study | 0% | 4% | 31% |
| % English language learners program of study | 3% | 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.) | % | % | % |
| % 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 | 13% | 13% | 13% |
| % 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) | 46% | 93% | 72% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 85% | 29% | 45% |
| **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.

* <https://www.mdctedata.org>
* Senior exit surveys – At the end of the program the students complete the survey to report their future plans and review of the program and experience at CCCTC
* Enrollment data – This information is collected through course enrollments in the CCPS student database.

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

Middle school students explore career pathways with an emphasis on CCPS CTE programs. Teachers and CTE students participate in outreach at events held at the branches of the Carroll County Public Libraries and many other events. Teachers promote non-traditional careers through K – 8 outreach programs with a focus on women and minorities in engineering and other underrepresented fields. Activities such as high school counselor middle school visits, CCCTC open house and field trips in 8th grade provide students with a better understanding of the diversity and coursework offered through CTE. In high school students receive information about CTE through their Freshman Seminar class, and advisory lessons. Counselors from CCCTC make regular visits to all high schools to provide information and support in program selection for interested students. Every 10th grader in Carroll County Public Schools receives an application. Applications are scored using only grades, attendance, and courses completed.

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

CCCTC provides students with all the academic and learning supports of the comprehensive high schools. This includes the following resources as identified and needed by individual students: Career Resource Center for employability skills; English Speakers of Other Languages (ESOL) teacher, Special Education teachers, Instructional Assistants, financial support for uniforms and equipment.

Students are encouraged to enroll in programs of study that align with personal interests and strengths. The system seeks to ensure that no barriers exist within programs that might limit diverse enrollment and completion. They are informed about all career completer programs and begin to take career interest inventories beginning in middle school.

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)

SkillsUSA is the CTSO. It is utilized as the student government association and provides students access to local, state and national competitions.

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)

Throughout middle school family and consumer science and technology education courses, students explore a variety of career pathways with an emphasis on CTE programs offered in Carroll County. Planned activities such as high school counselor visits to the middle schools, CCCTC open house and middle school field trips in 8th grade provide students with a better understanding of the diversity and coursework offered through CTE. In high school students receive information about CTE through their Freshman Seminar class, as well as through advisory lessons. Counselors from CCCTC make regular visits to all comprehensive high schools to provide information and support in program selection for interested students.

The Program of Studies and Career Pathways Planning Guide provide parents and students information on programs and courses. All students receive a hard copy of this document that they keep as a reference guide for their high school duration. CTE programs are shown as completer sequences. All comprehensive high schools provide students with a course selection sheet used to select courses within their home high school, as well as the shared time center.

Other tools that are used include brochures, videos, post-secondary presentations, industry partner presentations, and Career Connections.

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 | Maryland College and Career-Ready Standards  <http://mdk12.msde.maryland.gov/instruction/commoncore/index.html> |
| Career Cluster or Technical Standards | National Institute of Metalworking Skills Machining Level I  <https://nims-skills.org/>  NIMS provides the curriculum and competencies that show skill proficiency for students to earn NIMS credentials. |
| Employability Standards | Advance CTE Career Ready Practices, <https://www.careertech.org/career-ready-practices> |
| Other |  |

# **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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade  | 9 | 10 | 11 | 12 |
| Exact scheduling depends on student’s plan and school’s master  schedule. | English 9 (1) | English 10 (1) | * AP Language and   Composition | English 12 (1) |
| US Government (1) | US History (1) | World History (1) |  |
| Conceptual Physics (1) | Chemistry (1) | Biology (1) |  |
| Algebra I (1) | Geometry (1) | Algebra II (1) | Higher Level Math (1) |
| PE (.5) / Health (.5) |  | PE (.5) / Financial Literacy  (.5) |  |
| Fine Arts (1) | Foundations of  Technology (1) |  |  |
| World Language (1) | World Language (1) |  |  |
| **Completer Program Requirements** |  |  | Applied Mechanical Engineering I (3) | Applied Mechanical Engineering II (3) |
| **Career Specific Electives** (may be taken any year offered after prerequisites have been satisfied) | * **Recommended AP Connections: AP Calculus AB (1), AP Physics I (1)**   Advanced Design Applications (1), Technological Design (1), Math Elective beyond Alg. II (.5-1), Business Communications & Keyboarding (1), Honors Calculus, Adv. AP Calculus BC (1), Chemistry II (1), Issues in American Society (.5), Public Speaking (.5), Technological Issues & Impacts (1), Internship (.5-1) | | | |
| 8 credits possible per year |
| **Value Added:**  **From:**  **Program:** | 17 Articulated Credits  Community College of Baltimore County, Catonsville  Computer Automated Manufacturing and Industrial Technology  Number of credits determined on individual basis  Penn College of Technology | | | |
| **End of Program Test:**  **Industry:**  **Taken:** | Measurement, Materials, and Safety and Job Planning Bench Work and Layout NIMS (National Institute for Metalworking Skills)  During Applied Mechanical Engineering I | | | |

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

Core academics are infused into the AME curriculum and program. English writing standards and strategies are utilized throughout the course for argument writing assignments and defending and justifying the decisions made for creating parts and projects. Common core math standards are an integral part of the machining processes and programming. Daily warm-ups utilize trigonometry problems to solve a variety of design and layout issues the students encounter in the AME shop.

One example of utilizing language arts is the students write five narratives about different core academic classes comparing them to the AME program and show both similarities and differences. An example is using different definitions of words from a language arts class to our lab.

“To use the word indicate in English class means to point out or identify, but in our lab it means to check a specific dimension using an instrument called an indicator.”

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)

All of the students enrolled in CCPS have the opportunity to enroll in any of the AP courses offered in our Program of Studies. Many of the students in the AME program pursue AP level math classes as well as other course offerings. Upon completion of the AME program students may choose to take dual enrollment courses at Carroll Community College to begin to advance their post-secondary standing. Students may also apply to attend a third semester in the AME program in Research and Development. This allows them to pursue more advanced NIMS Credentials which will lead to college credits in the programs offered at Community College of Baltimore County and Pennsylvania College of Technology.

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?** |
| CCBC | Member of Advisory Committee,  NIMS Accreditation | CCBC was one of the original advisory members when the CCCTC first opened. They were our original post-secondary partner granting students articulated college credit for completing the program. |
| Pennsylvania College of Technology | NIMS Accreditation | Penn College has provided college credits to our students for about twenty years. The partnership developed from our students attending the school and the teacher visiting for professional development. |
| Carroll County Manufacturing Roundtable, Carroll Community College | The Manufacturing Roundtable provides CCPS with contacts to Carroll County manufacturers. They provide us with insight into their needs and the current skills needed for the manufacturing labor force. This year they sponsored the Manufacturing Fair for our students to attend and meet with the Carroll County manufacturers | This partnership has been together for about ten years. It was established by the Carroll Community College Continuing Education sector in partnership with Carroll County Economic Development and the Business Education Resource Center (BERC). CCPS was included as a member to provide a pipeline of skilled and qualified future employees. |

# **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)

The Carroll County Local Advisory Council (LAC) on CTE is a standing committee appointed by the elected Carroll County Public Schools (CCPS) Board of Education. Its charge from the Board of Education is to:

• Participate in the development of annual program plans and accountability reports and to provide CCPS and post-secondary education institutions with advice on current labor market demand and on the relevancy of curriculum being offered in meeting such needs.

• Provide advice and recommendations to the Board and Superintendent regarding issues related to career and technology education.

All CTE programs have a Program Advisory Committee (PAC) that meets at least two times per year. The PACs are managed by the teachers of the program. Ongoing dialogue occurs to build partnerships and workforce opportunities for the students in the program. All PAC meeting agendas include: sharing PQI data, SWOT analysis, program improvements and acquisition of equipment and specialized materials.

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)

All students in CCPS have access to work-based learning (WBL) experiences. This is a part of the continuum of career development strategies available to students. Beginning in middle school, students and parents are allowed to arrange for job shadow experiences. When students become seniors, those who qualify may participate in a WBL experience through either their completer program or their career major sequence. This is supported and supervised by a career coordinator at the CCCTC. In addition, many students have the opportunity to be a part of a school-based enterprise as part of their CTE program.

Students in the Applied Mechanical Engineering have had WBL experiences at Johns Hopkins Applied Physics Lab, Western Industrial Machine, LT Engineering, Flowserve, Ridge Engineering, and

National Institute of Standards and Technology to highlight some.

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** |
| NIMS Machining Level I Manual Milling | NIMS Machining Level I Materials Measurement and Safety |
| NIMS Machining Level I Manual Turning with Chucking | NIMS Machining Level I Benchwork and Layout |
| NIMS Machining Level I Manual Turning Between Centers |  |
| NIMS Machining Level I Manual Surface Grinding |  |
| NIMS Machining Level I Manual Drill Press Operations |  |
| NIMS Machining Level I CNC Turning: Programming Setup & Operations |  |
| NIMS Machining Level I CNC Milling: Programming Setup & Operations |  |

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?** |
| Johns Hopkins Applied Physics Lab (APL) | APL is a member of the advisory council, MET-TEC, as well as sponsoring internships and employing numerous students. | 10 years |
| AB Technologies | They are a co-chair of our advisory council and not only take care of all our CAD/CAM software needs but mentor our students as well. | 20 years |
| Western Industrial Machine | Western is a member of our advisory council, MET-Tec, and past co-chair, as well as employing several students and managing the programs scholarship fund. | 20 + years |
| ComPlex Manufacturing | ComPlex is a member of our advisory program. ComPlex has donated numerous machines and tools to the program as well as volunteering in the program to work with students and provide field trips for the program. Complex has hired several students | 5+ years |
| Ridge  Engineering | Employment, Advisory Committee,  Partnerships, Donations, Mentor, Field Trips | 45 years |
| Toper  Manufacturing | Employment, Advisory Committee,  Partnerships, Donations, Mentor | 20 years |
| Flowserve | Employment, Advisory Committee,  Partnerships, Donations, Mentor, Field Trips | 40 years |
| LT Engineering | Employment, Advisory Committee,  Partnerships, Donations, Mentor | 15 years |
| M.S. Willett | Employment, Advisory Committee,  Partnerships, Donations, Mentor, Field Trips | 40 years |
| Brandt Tool & Die | Employment, Advisory Committee,  Partnerships, Donations, Mentor | 20 + years |

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)

Students participated in NASA’s HUNCH program by manufacturing parts for the space station training simulator.

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?** |
| Partnership for a  Healthier Carroll County, Inc. | They allowed students to design Special tooling required for the shirts they present to the public | 2 years |
| Carroll County Athletic Council | The students design and build plaques for student athletic awards | 2+ years |
| Maryland Steam Historical Society | Students are invited each year to demonstrate steam engines and do research on steam power at the annual event. | 45+ years |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

* 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).