# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the fifth annual Excellence in Action awards, through which we recognize and honor superior Career Technical Education (CTE) programs of study from across the nation.   
  
**CRITERIA FOR JUDGING**

Selected programs will exemplify excellence in:

* Implementing Career Cluster®-based [programs of study](https://careertech.org/programs-study);
* Maintaining effective employer and business partnerships;
* Demonstrating alignment to rigorous and relevant college- and career-ready expectations;
* Demonstrating a clear progression of knowledge and skills and student transitions across secondary and postsecondary systems;
* Integrating successful career guidance and advisement;
* Integrating high-quality work-based learning experiences;
* Highlighting alignment to workforce and employer needs in the community; and
* Providing concrete data on the program of study’s impact on student achievement and success at both the secondary and postsecondary levels.

**ELIGIBILITY**

* This award is open to any secondary or postsecondary schools or colleges in the United States. Your school or institution may submit one application per [Career Cluster](http://careertech.org/career-clusters);
* The program of study must have at least one full graduating class;
* Your program must be eligible to receive funding from the Carl D. Perkins Career and Technical Education Act;
* Applications that do not include data to demonstrate positive impact on student achievement will not be eligible for consideration.
* If your program has received in an award in the past, you may not apply for that same Career Cluster. However, your school or institution may apply in a different Career Cluster.

**AWARD SUBMISSION REQUIREMENTS**

Complete applications will contain the following:

* A completed application including supplemental materials by the application deadline of **November 15, 2017 at 5 p.m. ET.**
* At least one letter of support from an employer or business partner supporting the program of study; and
* At least one additional letter of support from a partner (education, community or business) of your choosing.
* *Optional:* Supplemental materials including photos, videos, news articles, etc., are welcome but not required.

The application must be submitted using [this form](https://careertech.org/2018-excellence-action-application). The application must be submitted in a Microsoft Word format. Supplemental materials, including the letters of recommendation, must be combined and submitted as **one** PDF document.

*Please note:*

* Submissions should **not** include any personally identifiable student.
* The application does not have a page limit, however, many questions do have a word limit. Please do not submit responses that go beyond this limit. Also, submissions that do not contain all the required materials (a completed application, two letters of support and supplemental materials in the correct formats) will not be advanced for consideration.

**WINNERS WILL RECEIVE**

* A banner to hang in their school or institution;
* A digital banner to use in email and print materials as they so choose; and
* Travel and one hotel room for one night in Washington, DC for a representative to be recognized at an awards ceremony to be held the week of April 4-6, 2018.

**WINNERS WILL ALSO BE FEATURED IN**

* A national press release, which will be distributed to national media.
* A winner-specific press release to distribute to local media;
* A standalone one-pager;
* A standalone blog on the [Learning that Works blog](http://blog.careertech.org/);
* Representation on the Advance CTE [website](http://www.careertech.org).
* Many past winners have been featured in national conferences, in briefs and reports, on webinars and in the media.

**HOW TO APPLY**

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

**BACKGROUND INFORMATION**

1. Program of study name: **Engineering Design and Advanced Manufacturing (EDAM)**
2. Point of Contact  
    **Name: Shari Castelli**

**Email Address: castellis@mcvts.org**

**Phone Number: 973-627-4600 ext. 206  
Address: 400 East Main Street, Denville, NJ 07834**

1. Applicant’s School/College: **Morris County School of Technology in Partnership with County College of Morris**
2. State: **New Jersey**
3. Type of institution (click the box to check)

☐ Area technical center

☐ Career academy

☐ Comprehensive high school

☐ Community college

☐ Technical college

**X** Other (please specify)

|  |
| --- |
| **Shared Time Program for 11th and 12th Grade Students run through a partnership between a County Vocational School and a Community College** |

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 Engineering Design and Advanced Manufacturing program is run through a partnership with the County College of Morris (CCM) and Morris County Vocational School District (MCVSD). Since 2015, High School juniors and seniors throughout Morris County, New Jersey, take courses at County College of Morris and earn dual credit focused on advanced manufacturing in the college’s Mechanical Engineering Technology program, and obtain Certificates of Achievement in Computer Aided Drafting and Engineering Technology, while also participating in the NASA HUNCH program. Completers can continue at CCM and earn their Associate’s Degree in Engineering Technology in a year, enter the workforce with a high school diploma and 32 college credits, or continue on to a four-year college.**

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

**X** Suburban

☐ Rural

☐ Other

**STUDENT POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on student achievement will not be eligible for consideration. (100 word limit)  
     
   **The EDAM program is designed to serve a maximum of 20 students in the Year 1 Cohort and 20 students in the Year 2 cohort. This shared time program is in its third year, and has, therefore, one graduated cohort. Of the first graduated cohort, all have continued on to earn their Associate’s Degree in one year from County College of Morris or moved on to four-year colleges in engineering or manufacturing-related programs.**

**NOTE**: Please specify if and when you are using a percentage with a different denominator (e.g., seniors) than the one listed.

**When completing the data section, please only use percentages and include data that is from your program of study, not the entire school/institution. Additionally, only include data where students are eligible to participate (e.g., only seniors in high school will be eligible for the section asking for percent of seniors who graduated high school, so only seniors should be included in that data; if your work-based learning only occurs within a specific grade level, only include them in your data for that category.)**

|  |  |  |  |
| --- | --- | --- | --- |
| SCHOOL YEAR | 2014-15 | 2015-16 | 2016-17 |
| **SECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** | NA | 20 | 39 |
| % male students | % | 90% | 92% |
| % female students | % | 10% | 8% |
| % minority students | % | 15% | 30% |
| % low-income students | % | 0% | 0% |
| % students with disabilities | % | 20% | 17% |
| % English language learners | % | 0% | 0% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | % | 100% | 100% |
| % of students who earned an industry-recognized credential | % | % | 100% |
| % of students who participated in work-based learning | % | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors) | % | % | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | % | % | 94% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | % | % | 6% |
| **POSTSECONDARY-LEVEL DATA** | | | |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data.

**This data comes from two sources. The first source is the Genesis student management program that the Morris County Vocational School District uses to track student demographic and academic data. The second source of the data comes from County College of Morris’s Institutional Research (IR) department. The IR department tracks former CCM students through the National Student Clearinghouse.**

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

**The EDAM program has several mechanisms in place to insure equitable access and outcomes for the students who come from the many different high schools in Morris County. First, the program employs an instructor who is both high school certified and an experienced college professor. This instructor is trained to implement IEP and 504 accommodations. This instructor also provides differentiated, individualized remediation and reinforcement during the program’s “free choice time” on Fridays. Students who are mathematically ready are given the opportunity to take advanced math courses during the college’s Early Summer session. Finally, students utilize CCM’s Accessibility Services to obtain accommodations and modifications for assessments. The program professors implement these modifications for students with special needs.**

1. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)   
     
   **EDAM program participants come from diverse academic backgrounds. In order to close access gaps, we use individualized digital learning tools such as Ed Ready and individualized instruction.**
2. What activities does your school or institution do to recruit elementary, middle, high school students and/or adult learners into the program of study? Please provide examples. (150 word limit)

**Representatives from Morris County School of Technology visit middle schools annually to recruit potential students for full time and shared time programs. Furthermore, middle school students are invited to participate in Morris County Vocational School District events such as Maker’s Day in March, and 12 and 24-hour Hackathons.**

**The high school district also runs open house and information session events in partnership with CCM in order to recruit current high school students. During these evening events, prospective students are exposed to current students, professors and industry partners who speak to the benefits of the program. Prospective students tour CCM’s lab facilities.**

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)

**Students in the EDAM program have access to SkillsUSA through the Morris County Vocational School District’s membership. Students can participate in State competitions and if they qualify,** **the District sends a competition team to Nationals.**

1. Describe how career guidance/advisement is integrated into your program of study to support students’ completion of the program of study and entry into additional education/training and/or a successful career. Where applicable, describe the tools (individual career and academic plans, career exploration websites, etc.) that are provided to learners and how they are used. (200 word limit)

**Career guidance/advisement is integrated into EDAM through a variety of methods. First, the program has a dedicated College & Career counselor. The counselor is responsible for assisting all EDAM students in developing an Individual Learning Plan that is connected to long-term career goals. Students meet individually and in groups with the College & Career counselor throughout the 2-year program. Students are also able to meet periodically during the program with CCM Mechanical Engineering Technology faculty advisors as well as business and industry partners to discuss possible post secondary and career options.**

**Throughout the 2-year program, students have the opportunity to visit several diverse advanced manufacturing businesses. During this time, students learn about the diverse opportunities available to them in the industry and are able to incorporate this knowledge into their individual learning plans that they refine throughout the duration of the program.**

# **COLLEGE- AND CAREER-READY STANDARDS/EXPECTATIONS**

1. Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and/or maintenance of your program of study?
   2. How does this program of study meet the economic needs of your community?
   3. How does this program prepare students 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)

**The EDAM program evolved from a strong local demand for skilled workers in the advanced manufacturing industry. The New Jersey Talent Network in Advanced Manufacturing along with the New Jersey Manufacturing Extension Program (NJMEP) approached both the Morris County Vocational School District and County College of Morris to establish CTE programs to feed the growing need for skilled employees in local manufacturing companies. CCM had a newly renovated prototyping lab to teach manufacturing. Morris County Vocational School District had the ability to recruit and admit high school students to CTE programs. Both educational institutions came together to run a shared-time program for high school juniors and seniors on the CCM campus.**

**The State of New Jersey offered a new County Vocational School Partnership Grant that provided funding for new CTE programs created through partnerships with vocational school districts, industry representatives and/or other educational entities. MCVSD submitted and won a grant to begin the EDAM program in partnership with CCM. There were several business and industry representatives who supported the grant and have subsequently served on the EDAM Advisory Council. These companies include Siemen’s Healthcare Diagnostics, National Manufacturing Co., Triangle Manufacturing and Sandvik Coromant. These manufacturing companies supported the grant and helped shape course offerings. They also advised EDAM instructors of current best industry practices. The NJMEP arranged for various field trips and work-based learning experiences for students. These companies also participated in recruitment efforts by attending information sessions and open house events for the program. The industry representatives’ direct contact with prospective students and parents has helped boost application numbers, in effect doubling them over the past two years.**

**MCVSD and CCM developed the EDAM with 3 post-program pathways. The first pathway leads to direct employment in advanced manufacturing. The Certificates of Achievement in Computer Aided Drafting and Mechanical Engineering Technology are attractive to local manufacturing companies who have offered EDAM program completers employment. The second pathway allows students to continue at CCM post high school graduation to earn an Associate’s Degree in Mechanical Engineering Technology. Students who opt for the second pathway could go into the workforce after earning the Associate’s Degree or could continue on to a four-year college. The last pathway allows students to earn their high school diploma, 32 CCM credits and go directly to a 4-year program. Through CCM’s existing articulation with the New Jersey Institute of Technology (NJIT), EDAM students have the ability to easily transfer the 32 college credits earned in the Mechanical Engineering Technologies program to NJIT. Since the program is ABET (Accreditation Board for Engineering Technology) accredited, any 4-year college sharing this accreditation will accept the college credits.**

**Once the EDAM program began, an opportunity arose to become a NASA HUNCH school. Through a partnership with NASA HUNCH, EDAM students are able to build hardware for the International Space Station and also participate in the NASA HUNCH Design Challenge. This opportunity has been motivating for students and has taught them about quality control and part documentation.**

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

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| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | The EDAM program aligns with the Next Generation Science Standards that have been adopted by the New Jersey Department of Education. The following NGSS (Physical Science and Engineering Design) are used throughout the 2-year program in the courses taught at CCM:  HS-PS1 – 3 (Structure and Properties of Matter, Chemical Reactions)  HS-PS2: 1-6 (Forces and Interactions)  HS-PS3: 1-5 (Energy) HS-ETS: 1-4 (Engineering) |
| Career Cluster or Technical Standards | The EDAM program meets the following New Jersey Learning Standards – 9.3 Career and Technical Education 21st Century Life & Careers Standards:  9.3.MN. 1-6 (Manufacturing Cluster Standards)  9.3.MN-HSE. 1-7 (Manufacturing Health & Safety Standards)  9.3.MN-LOG. 1-4 (Manufacturing Logistics & Inventory Control Standards)  9.3.MN-PPD. 1-5 (Manufacturing Production Process Development Standards)  9.3.MN-PRO.1-5 (Manufacturing Production Standards)  9.3.MN-QA.1-7 (Manufacturing Quality Assurance Standards) |
| Employability Standards | New Jersey Learning Standards 21st Century Life & Careers  Career Ready Practices: 1 – 12  Career Awareness, Exploration & Preparation:  9.2.12.C. 1-4, 6 & 7 |
| 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, and explain how your program of study ensures students gain the broader Career Cluster-level knowledge/skills and, over time, gain the more specific occupation-level knowledge/skills as they progress through the program of study. You can also include graphics or [plans of study](http://careertech.org/sites/default/files/PlanStudy-CareerCluster-AG_0.pdf) of the course sequence in lieu of filling out the chart below.

**This chart indicates the coursework for EDAM students. Since the program is shared-time, the students take core academic coursework at their home high school and CTE coursework at CCM. Students do have the option of taking general elective courses at CCM during the winter and summer breaks. Program completers earn a minimum of 32 college credits.**

|  |  |  |
| --- | --- | --- |
| Grade/Year | Math | CTE Courses and/or Degree Major Courses |
| 11 | College Algebra or Applied Calculus offered during Early Summer Session | Basic Engineering Graphics – 1 credit Computer Aided Drafting – 2 credits Materials for Engineering Technology – 4 credits Technical Computer Applications – 1 credit Instrumentation and Measurements – 2 credits Mechanical Prototyping – 2 credits Computer Integrated Manufacturing – 2 credits |
| 12 | Students can take Pre Calculus or Calculus 1 & 2 during Early Summer Session | Electronic Fabrication – 1 credit Computer Aided Drafting II – 2 credits Technical Computer Programming – 2 credits Statics – 3 credits Electricity and Electronics – 4 credits Strength of Materials for Engineering Technology – 3 credits Advanced Manufacturing – 3 credits |

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

**Since EDAM is a shared-time program, students take core academic courses at their home high school. The EDAM program consists primarily of CTE courses focused on engineering and manufacturing. Students do, however, have the opportunity to take math courses and other general education courses during the winter and early summer sessions.   
  
The courses require the integration of math skills as they are key to successful acquisition of the technical skills taught. Since the program is project-based, students acquire collaborative, teamwork skills as well as presentation and public speaking skills.**

1. List the opportunities for students to earn articulate and/or transcript dual enrollment credit across K-12 and postsecondary, such as AP/IB, dual and concurrent enrollment, capstone experiences and/or transcripted credit articulation agreements. (250 word limit)

**Every course offered through the EDAM program is a college-level course in the Mechanical Engineering Technology program. Therefore, every course taken results in transcripted college credit as described in the chart above. Students can earn a minimum of 32 college credits. Students are able to request a CCM transcript and have that transcript sent to 4-year colleges to which they are applying as a freshman or transfer student.**

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?** |
| NASA HUNCH | The NASA HUNCH program provides students the opportunity to build hardware for the International Space Station. Students receive blueprint specs and materials provided by NASA and then learn how to build the parts using the manufacturing equipment and programming tools. Students also learn how to provide quality assurance and documentation for the parts they build. Students also compete in the NASA HUNCH Design Challenge. In this event, students are given a choice of 3 objects the astronauts on the International Space Station would like re-designed. Students then come up with a design for the object and create a prototype. | This partnership has been active for 3 years. This program evolved from a conference one of the CCM EDAM professors attended. During the conference, the professor met our NASA HUNCH mentor and advisor who encouraged us to apply for the NASA HUNCH school designation. This opportunity was a fortunate outcome of the partnership between a high school and community college since only high schools are eligible to be NASA HUNCH schools but the high school would not have been able to provide the equipment necessary to manufacture the parts required for NASA HUNCH. |
| New Jersey Manufacturers Extension Program (NJMEP) | The New Jersey Manufacturers Extension Program supports the numerous manufacturers in the region. The organization has supported the EDAM program by participating on the advisory council, attending recruitment events, providing field trip opportunities for EDAM students and arranging for work-based learning opportunities. Members consistently attend EDAM events such as the NASA HUNCH recognition ceremony, the Women in Manufacturing forum and the NJ Manufacturing Caucus hearing. | This partnership has been active for 3 years. The NJMEP was instrumental in the birth of the EDAM program. They were advocating for a high school or community college program focused on manufacturing. The NJMEP supported the grant efforts and have consistently participated in all advisory council meetings as well as EDAM recruitment and program events. |
| New Jersey Institute of Technology  (NJIT) | NJIT has provided EDAM students with a pathway to a 4-year degree either when they graduate from high school or if they continue on at CCM and obtain an Associate’s degree. | This partnership has been active for 3 years and evolved from an existing articulation agreement CCM had with NJIT. |
| ManufactureNJ Talent Network | Members from the ManufactureNJ Talent network have supported the EDAM program from the beginning. They have attended advisory council meetings as well as student recruitment events and celebratory events. | This partnership has been active for 3 years and ManufactureNJ was one of the original organizations that approached the vocational school and community college about establishing specific programs in manufacturing. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. Please describe how your program of study is aligned with the needs of the workforce and industry in your community. Make sure to include information on how the program of study helps meet workforce demand identified by business and industry. If applicable, what labor market data does your program of study use to align to workforce needs? (250 word limit)

**There are several key industry members who serve as program advisors and provide guidance on how to best meet local workforce needs. The NJMEP as well as ManufactureNJ Talent Network keep the program abreast of current labor demand. Local manufacturers such as National Manufacturing Co., Sandvik Coromant, Triangle Manufacturing, Arconic, Siemen’s Healthcare Diagnostics and Norwalt have provided the program with continuous information about the specific skills required of the emerging workforce.**

**In writing the program grant, local data from New Jersey’s Department of Labor and Workforce Development was utilized to assess demand as well as information provided by the Morris County Chamber of Commerce. This data provided MCVSD and CCM with the justification for creating a CTE program that would eventually meet the needs of local manufacturing companies.**

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

**YES**.

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

**The NASA HUNCH program requires students to act as NASA “contractors.” NASA submits the specs and blueprints for the parts to be manufactured for the International Space Station. Students are required, under the supervision of their teachers and industry mentors to fulfill the contract along with quality assurance tasks.**

**Advisory council members and business partners also offer EDAM students paid internships over the summer and during the school year. These structured learning experiences are, however, not mandatory due to the requirement that interns be 18 years or older due to insurance and liability limitations in the manufacturing industry. This is why the NASA HUNCH program has become the primary work-based learning experience for EDAM students.**

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)

**CCM offers the following certifications that are industry-recognized and based on the completion of the courses completed by EDAM students. These certifications provide employment opportunities for EDAM students.**

|  |  |
| --- | --- |
| **Offered** | **Required** |
| Certificate of Achievement in Computer Aided Drafting | Yes |
| Certificate of Achievement in Mechanical Engineering Technology | Yes |

1. Please describe how you ensure the instructors teaching this program of study keep up-to-date on advancements in the workplace, such as participating in externships and/or requirements to have current industry credentials. (100 word limit)

**EDAM instructors undergo two types of professional development. The first is to provide ongoing learning in best teaching practices. This is provided by the Center for Teaching and Learning at CCM. Business and industry partners also provide EDAM instructors with professional development on the most current industry technical skills and practices. This occurs through onsite training at manufacturing facilities such as Sandvik Coromant. Industry representatives also come into the college and provide updates on best practices in industry.**

1. Please provide information on **at least three** *business, industry and/or labor* partnerships your program of study has, and describe how these partnerships have been built, maintained and sustained over time.

|  |  |  |
| --- | --- | --- |
| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| National Manufacturing Co. | This business partner serves on the EDAM advisory council, provides guidance for course objectives and technical skills attainment, attends recruitment and ceremonial events such as the NASA HUNCH recognition ceremony and the NJ Manufacturing Caucus Panel. They have also helped work with the insurance industry to ease the regulations regarding internships. | Three years, since the program’s inception. Robert Staudinger, President and CEO was an early program supporter through his role in the New Jersey Business & Industry Association. |
| Sandvik Coromant | Sandvik Coromant serves on the advisory council for EDAM. They attend recruitment events for prospective EDAM students. EDAM students visit Sandvik Coromant for job shadowing and work-based learning experiences. Representatives from Sandvik Coromant attend EDAM recruitment and celebratory events. Sandvik Coromant co-hosted a Women in Manufacturing Forum with the EDAM program. | Three years, since the program’s inception. Sandvik Coromant’s involvement evolved through the ManufactureNJ Talent Network and Women in Manufacturing organization. |
| Triangle Manufacturing | Representatives from Triangle Manufacturing have been involved in the EDAM advisory council, have spoken with students and provided skills attainment and career pathway advice to students. | Two years. The relationship was cultivated by the NJMEP. |
| Norwalt | Norwalt serves on the advisory council for EDAM. They have provided students with tours of their facility and have come to speak with students for recruitment purposes. | Three years. The relationship was cultivated by the NJMEP. |
| Arconic | Arconic serves on the EDAM advisory council. They provide guest speakers, particularly those who support encouraging more women to go into the manufacturing field. | Three years. The relationship was forged by CCM through the Mechanical Engineering Technology program. |

1. Please feel free to use the space below to share any other information or evidence of success of your program of study and the students who participate. (Optional)

**While the EDAM program is only in its third year, there have been numerous successes and indications that it benefits both students and the manufacturing industry. Students in the program have been able to get a significant head start in completing an Associate’s or Bachelor’s degree in a manufacturing related field of study. One student has been able to go directly into the workforce, filling an entry-level manufacturing position. One student has been able to enter NJIT’s Mechanical Engineering Technology program as a sophomore with advanced standing.**

**The EDAM program has tremendous industry, manufacturing organization and institutional support for expanding opportunities and exposing more students to the manufacturing industry. The number of applicants continues to increase each year as more families begin to understand the value of a hands-on, technical skills CTE program backed by NASA and other industry representatives.**

**The program has been so successful that CCM and MCVSD have teamed up to replicate the program in a different area of study. In September of 2018, the two educational organizations will offer a Cyber Security and Information Assurance program at CCM.**

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?** |
|  |  |  |
|  |  |  |
|  |  |  |

# **SUBMIT YOUR APPLICATION**

**SUBMIT YOUR APPLICATION**

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

**THANK YOU!**

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

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

We look forward to learning more about your program!

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