# **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: Cecil College

Visual communications professional photography

1. Point of Contact
 Name: Daniel Krukosky

Email Address: dkrukosky@gmail.com

Phone Number: 443-907-4352
Address: One Seahawk Drive

 North East, MD 21901

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

 ☐ Area technical center

☐ Career academy

 ☐ Comprehensive high school

 X 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

 X 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.

The Visual Communications program at Cecil college has been around since the mid 80s. We are an optimal learning environment for student education in photography, digital imaging, graphic design, web design, video production, animation, gaming and multimedia. The program offers high quality learning experiences in a cooperative setting with outstanding faculty and state-of-the-art equipment, studios and labs for career training, successful transfer to four-year colleges and universities, and personal development.

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

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:

In the late 70’s, Kristi Eisenberg was an English professor here at Cecil College who decided to offer a photography course because it was a personal interest. Early on in the course, she had a conversation with a student who asked her how he could become a professional photographer. Kristi tried to convince the student that photography would a good hobby, but not a career. The student replied, “It might be a good hobby for you, because you already have a career, but I work in a shoe factory and hate it”. This conversation led Kristi to form the Professional Photography degree at Cecil College. In the years that followed we have added Video Production, Graphic design, Web design and Gaming and Simulation as other degree and career pathways.

* 1. How were employers involved in the development and continue to be involved in the maintenance of your program of study?

Employers serve many roles on the ongoing development of our program. Many of our courses are taught by adjuncts who are working professionals in the field. We also have an advisory board that meets bi-annually. This board is made up of employers as well as other stake holders in the program. We also have a strong internship program that places students directly into real-world environments around the region.

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

When our photography program still had a darkroom in 1995, students were convinced that black-and-white photography, film developing, and silver printing was not providing career training. With this, our former faculty member, Kristi Eisenberg, flipped the program. She lobbied to the Cecil College Board to remove the darkroom, add computers with professional digital software, and update film cameras with digital. Since then, we’ve changed our degree from Associate of Fine Arts, to Associate of Science and continue to provide an applied learning environment for students seeking to enter the workforce after two years, transfer, or for personal enrichment.

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

The program will prepare students for transfer to four-year colleges and universities.

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

We have a great relationship with regional high school art programs, teachers, and with our local School of Technology. We work with these programs to align our curriculum so that students coming from the high schools are on track to continue their chosen pathway. In addition, each semester we coordinate with middle schools and high schools to offer workshops for both teachers and students. In 2018 we’ve provided workshop courses in ceramics, digital photography, video production, graphic design, and gaming design for 115 middle school students, and 124 high school students from ten different schools throughout the Cecil County region. Lastly, our advisory board contains faculty from local high schools in an effort to maintain cohesion between our programs.

# **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)

Our program serves a diverse group of learners from all walks of life. We serve high school graduates and adult learners who are looking for career change or upgrade. A typical introduction photography course will have at least one student gaining credit for college while still enrolled as a high school senior, a continuing education student in their 60’s looking for personal enrichment, and students fresh out of high school. We are a two year post-secondary program with strong ties to our local high school programs, but we do not have access to their demographic data.

**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.)**

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| --- | --- | --- | --- |
| SCHOOL YEAR | 2015-16 | 2016-17 | 2017-18 |
| **SECONDARY-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?  |  |  |  |
| **What is the total number of learners served by your program of study?** |  |  |  |
| % male learners in program of study  | % | % | % |
| % female learners in program of study  | % | % | % |
| % minority learners program of study  | % | % | % |
| % low-income learners program of study  | % | % | % |
| % learners with disabilities program of study  | % | % | % |
| % English language learners program of study  | % | % | % |
| 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  | % | % | % |
| % of learners in program of study who participated in work-based learning  | % | % | % |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | % | % | % |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors)  | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors)  | % | % | % |
| **POSTSECONDARY-LEVEL DATA** |
| **What is the total number of learners served by your school/institution?**  | 3,307 | 3,316 | 3,083 |
| What is the total number of minority learners served by your school/institution? | 676 | 716 | 680 |
| What is the total number of low-income learners served by your school/institution? | 935 | 929 | 852 |
| What is the total number of learners with disabilities served by your school/institution?  | 130 | 106 | 117 |
| What is the total number of English language learners served by your school/institution?  | 44 | 41 | 42 |
| **Total number of learners served by your program of study**  |  |  |  |
| % male learners in program of study  | 34% | 31% | 29% |
| % female learners in program of study  | 66% | 69% | 71% |
| % minority learners in program of study  | 17% | 14% | 16% |
| % low-income learners in program of study  | 31% | 39% | 36% |
| % 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)  | 59%% |  52% | 37% |
| % 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) | 18% | 21% | 12% |

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.

The source of the Data is the Office of Institutional Research and National Student Clearing house.

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

Cecil College’s mission statement clearly supports the needs of the community, demonstrating a commitment to learning for all students, regardless of background. As the only higher education institution in Cecil County, Cecil College acknowledges the responsibility to provide high quality educational programming to a diverse student population, ranging from adolescents to senior citizens.

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)

The college maintains several support labs; a Visual Communications Lab, Reading and Writing Lab, Math Lab and Computer Lab that provide equipment and tutorial support for the students enrolled in related programs. There is also support for Students that require ADA accommodations.

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)

No we are not.

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)

The Career Resource Center at the college is available for students to gain information about occupations, job searching, college majors, salaries, and career trends. They offer resume writing, interview skills, and even interview clothing like suits, ties, and dresses. There are job placement opportunities with career advisors to help students develop a plan outside of Cecil. Students can post a resume and search for jobs on our [online job posting system](http://www.collegecentral.com/cecil). Internships are available between Cecil College students and local employers to give students the opportunity for valuable on-the-job experience in their field of study.

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 | 1. Demonstrate visual problem solving and creative thinking skills.2. Demonstrate an understanding of visual art in its cultural context. |
| Career Cluster or Technical Standards | 1. Demonstrate visual problem solving and creative thinking skills.2. Demonstrate proficiency working with a range of visual communications equipment and media.3. Document and exhibit a body of work that demonstrates artistic voice, concept development, and technical skill. |
| Employability Standards  | 1. Demonstrate a knowledge of professional practices in visual communications. |
| 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.

Please see the "Recommended Sequence” toward the bottom of this page: <https://www.cecil.edu/catalog/programs-of-study/visual-communications-areas-concentration-associate-applied-science>

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

College general education outcomes are integrated into all programs of study and CTE Course work.

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)

Students who complete the Cecil School of Technology digital media program can receive credit at the college for either VCP 116 and VCP 117 (Digital imaging I and II), or VCP 270 (Portfolio Production) based on a portfolio review by faculty. High school students in Cecil County and neighboring Chester County, Pennsylvania, can participate in a dual enrollment program by taking courses at the college and earning credit for their high school diploma. When students graduate from high school, they’ll also receive an associates degree.

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?** |
| Articulation with Cecil School of Technology  | Students enrolled in the program can receive college credit towards their program of study.  | This partnership has been around for more than 15 years I do not know the origin but it is reviewed every two years.  |
| Articulation with Wilmington University  | Students who graduate from the program can transfer directly into their Junior year of a 4 year program.  | This partnership has been around for 10 years. We work closely with Wilmington University serving on each other’s advisory committees and sharing some faculty.  |
| Articulation with University of Baltimore.  | Students who graduate from the program can transfer directly into their Junior year of a 4 year program. | This partnership has been around for 10 years and was created through meeting with their program heads.  |
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# **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 Visual communications program has strong ties to the regional industry as many of our adjunct professors work in the fields in which they teach. Faculty provide industry-standard knowledge on the latest technologies, workforce practices, and help connect students with jobs or internships. We also have a robust advisory board for each degree program that meets twice a year to make sure that our curriculum is aligning with current industry practices.

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)

Not all learners are required to take place in work-based learning however we do offer internships when appropriate. We have about 10-12 current work places and continue to recruit businesses to place students for work experience. Those students who do not take place in work-based learning use their capstone course to build a portfolio and resume for job applications.

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)

In the Visual communication fields there are very limited certifications available and we feel a strong portfolio and business practices will assist a student in getting a job over the certification.

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| **Offered** | **Required**  |
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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?** |
| Dean Digital Imaging Inc.  | Adjunct, Advisory role and internship.  | Dean Digital has been a partner since the early 90’s as Floyd was originally recruited for adjunct teaching.  |
| Teakettica, LLC.  | Adjunct, Advisory role and internship.  | Teakattica, LLC. has been a partner since 2010. Owner and operator, Jane Clark was a graduate of our VCP program. Their business continues to grow and receives yearly awards for excellence in the Delaware area.  |
| Cecil.tv | Advisory role and internship | Cecil.tv is a new partnership developed in the last two years. The business provides weekly content from around the region, including interviews with politicians, current events, and local information. |
| JC Photography  | Adjunct, Advisory role and internship.  | JC Photography Has been a partner since 2008 as Jennie the owner was a graduate of the Program.  |
| Palette and the Page Gallery | Exhibition and internship.  | The Palette and Page Gallery is has been a partner since 2015 and was developed through our local arts council.  |

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)

<http://www.jenniecampbellphotography.com>

<https://www.teakettica.com/contact-teakettica/>

[http://www.matthewsprout.com](http://www.matthewsprout.com/contact/)

<https://www.bibeyphotography.com/>

<https://www.instagram.com/alexispaka/>

<https://www.instagram.com/hilarymyersbakes/>

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?** |
| Meeting Ground Inc. – A Faith-Based Response to Homelessness | This organization provides an outlet for our media students. We have run workshops in their space on digital photography, and have students volunteer to make photojournalist-style images during special events for their social media campaigns. | It was developed four years ago when associates at Meeting Ground contacted our department looking for student photographers.  |
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# **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.