# **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: **Dorsey Film Program**
2. Point of Contact  
    Name: **Robyn Charles**

Email Address: **robyn.charles@lausd.net**

Phone Number: **310-429-8791**  
Address: **3537 Farmdale Avenue, Los Angeles, CA 90016**

1. Applicant’s School/College: **Susan Miller Dorsey High School**
2. State: **California**
3. Type of institution (click the box to check)

☐ Area technical center

☐ Career academy

X Comprehensive high school

☐ Community college

☐ Technical 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

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.

In its fourth year in operation, the Dorsey Film academy courses cover audio/visual fundamentals, web series/television and feature film production, documentary and journalism.

Students practice hands on techniques set operation, digital videography, sound recording, image and sound editing with digital nonlinear editing equipment, as well as practicelighting techniques as they develop both live and recorded video-based media.

As part of this growth, partnerships with USC Annenberg, West Los Angeles Cinema and CalArts have supported articulation agreements with Audubon Middle School and West Los Angeles, as well as industry partnerships with the Black Hollywood Education Resource Center, The House of Blues Music Forward Foundation, Exploring the Arts, The Underground Museum and Sony Studios.

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.

x Urban

☐ 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:
   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)

Ms. Charles arrived at Dorsey High School four years ago committed to offering her students every opportunity to receive a first-class media education. Writing original honors curriculum, approved by UCOP an award-winning film and animation program has emerged.

Impressed by the Dorsey Film Program’s output, the California Department of Education along with the California Film Commission has identified Dorsey High School as partnership site under the new legislation AB1664. Dorsey is developing a Pre-Apprentice Union Program that includes an articulation agreement with West LA Hollywood CPR to train qualified below-the-line qualified workers for union work. This program will provide vocational training in the trades and skills required for careers in the Artists, Crafts and Technicians departments of the entertainment industry to primarily under-served and under-represented populations.

Dorsey will be the only high school in the Los Angeles area to offer this type of program by aligning with Assembly Bill 1664 Bocanegra/Calderon Film and Television Workforce Development Program. For the first time this program allows us to ready under-served students for membership into the IATSE union of which there was no prior access. Students can complete their training with our year two and year three courses and have the option to train as union workers behind the scenes on Hollywood productions in the areas of grip, set dressing, lighting, etc, through our partnership with West LA's Hollywood CPR. With a high population of foster youth, this will become an integral component to our “age-out program” designed to provide below-the-line film industry careers to young adults who will age out of the foster care system when graduating from Dorsey.

Ms. Charles has been able to secure letters of commitment from both West Los Angeles College for a satellite campus as well as CalArts for the establishment of a school within a school. As a result, CalArts is currently laying the foundation for a teaching training program at Dorsey implementing Phase I of establishing the school within the school.

Ms. Charles’ creation and accelerated growth of the Film and Animation programs. As part of this growth, Ms. Charles’ has been able to create educational partnerships with USC Annenberg, West Los Angeles Cinema and CalArts. She successfully launched the CalArts Summer Film and VAPA intensives for two consecutive years, developed articulation agreements with Audubon Middle School and West Los Angeles, as well as established and grew industry partnerships with the Black Hollywood Education Resource Center, The House of Blues Music Forward Foundation, Exploring the Arts, The Underground Museum and Sony Studios. (Please see newsletter and Prospectus.)

# **LEARNER POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on learner achievement will not be eligible for consideration. (100 word limit)  
     
   The Video Production Program served 220-240 students per year from fall 2014 to spring 2016 with just one instructor. Two additional teacher trainees will be brought on in to prep for their full time employment as CTE Video Production and Animation instructors, Ms. Charles has successfully written grants to secure the additional CTE instructors to support the programs’ growth – growing the film and animation programs to over 480 students combined proving our viability to these institutions as well as outside funding opportunities.

**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?** | 1060 | 993 | 903 |
| What is the total number of minority learners served by your school/institution? | 1025 | 973 | 887 |
| What is the total number of low-income learners served by your school/institution? | 845 | 701 | 692 |
| What is the total number of learners with disabilities served by your school/institution? | 233 | 172 | 169 |
| What is the total number of English language learners served by your school/institution? | 449 | 424 | 375 |
| **What is the total number of learners served by your program of study?** | 240 | 200 | 120 |
| % male learners in program of study | 52% | 63% | 51% |
| % female learners in program of study | 48% | 37% | 49% |
| % minority learners program of study | 100% | 99% | 100% |
| % low-income learners program of study | 80% | 73% | 89% |
| % learners with disabilities program of study | 42% | 30% | 25% |
| % English language learners program of study | 55% | 33% | 10% |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 0% | 0% | 50% |
| % of learners in program of study who earned an industry-recognized credential | n/a | n/a | n/a |
| % of learners in program of study who participated in work-based learning | 0% | 10% | 15% |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 89% | 93% | 100% |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | 22% | 25% | 40% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | 50% | 37% | 33% |

In 2017-2018 120 students were enrolled in Dorsey Film to accommodate the increased responsibilities of the only instructor in other areas including program coordination and growth. Two additional teacher trainees will be brought on as CTE Video Production instructors in Fall 2018, which increased the number to 480 students, including the addition of the animation classes.

|  |  |  |  |
| --- | --- | --- | --- |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | 10,032 | 9,773 | 11,117 |
| What is the total number of minority learners served by your school/institution? | 8,728 | 8,503 | 9,672 |
| What is the total number of low-income learners served by your school/institution? | Data not collected | Data not collected | Data not collected |
| What is the total number of learners with disabilities served by your school/institution? | Data not collected | Data not collected | Data not collected |
| What is the total number of English language learners served by your school/institution? | Data not collected | Data not collected | Data not collected |
| **Total number of learners served by your program of study** | Data not collected | Data not collected | Data not collected |
| % male learners in program of study | 42% | 42% | 41% |
| % female learners in program of study | 58% | 58% | 59% |
| % minority learners in program of study | 87% | 87% | 87% |
| % low-income learners in program of study | Data not collected | Data not collected | Data not collected |
| % learners with disabilities in program of study | Data not collected | Data not collected | Data not collected |
| % English language learners in program of study | 14% | 15% | 13% |
| **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) | 79% | 80% | 80% |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | 21% | 19% | 17% |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | Data not collected | Data not collected | Data not collected |
| % of graduates in program of study who transitioned to further postsecondary education (who were eligible) | Data not collected | Data not collected | Data not collected |

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.

## About Focus Reporting & Dashboards

**Focus Reporting & Dashboards** (Focus) is a web-based reporting application that strengthens LAUSD’s reporting capability by integrating major systems used in the District. Focus consists of subject-specific dashboards, canned reports, and an ad hoc reporting capability. In addition to MiSiS, Focus consists of data from other systems used by LAUSD employees, like Welligent, Cafeteria Management System (CMS), and Adult Ed. During the 2018-2019 school year, new data and dashboards will be released periodically.

[https://focus.lausd.net/analytics/saw.dll?Dashboard](https://focus.lausd.net/analytics/saw.dll?Dashboard" \t "_blank)

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

Accessibility to the Video Production and the new facility will be open to all studentsas we are committed to ensuring that all students are given the opportunity to participate in all CTE programs, activities, and experiences of their choice. The Video Production Program is one of three CTE Programs on Dorsey’s comprehensive high school campus, serving an ethnically diverse, working class, Title I population with a 76% graduation rate and demographics of 55% Black/Non-Hispanic and 45% Hispanic. These CTE programs require 50 percent of CTE students meet specific at-risk criteria including prior history of irregular attendance, underachievement, low motivation, standardized scores falling below the 40th percentile, grade point averages less than 2.2 and qualifying for the Federal Lunch program. While our program is open to all 10th through 12th graders, even those high achieving, most of our students are at-risk as the result of the school’s demographics.

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)

Special needs students, in particular, students with IEPs tend to do well in the program. The Video Production programs are by nature inclusive of multiple indiviual learning styles and intelligences such as aural, visual and kinestetic learning modes. With a high population of foster youth, this will become an integral component to our “age-out program” designed to provide below-the-line film industry careers to young adults who will age out of the foster care system when graduating from Dorsey.

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)   
     
   Leadership is embedded into every aspect of the program. Students must lead crews on rotation throughout the year, serve as leads in teams for sports and event coverage as well as represent the program as lead designees and ambassadors.
2. 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)

Once a 10th grade student has opted for one of our pathways, the Program Director and Counselor will follow up with a parent letter and a signed contract entailing the student makes a two-year commitment to our program, as per the LAUSD Individualized Graduation Plan. Each student will have an Individual Graduation Plan from the Academy, which will be used to counsel students as they progress. Dorsey also offers a complete Summer and Winter intersession credit recovery program for June 2017 seniors to complete requirements in time for graduation as well as early college credits through our West LA satellite program so that our advanced students can earn college credits in their core classes in addition to the college credit for Video Production classes. We have launched a summer bridge for feeder middle schools and an articulation agreements with Audubon middle school into the video production program. Students who participate in our programs, in partnership with CalArts qualify for a full-ride scholarship with CalArts upon admission or have the option to train as union workers behind the scenes on Hollywood productions in the areas of grip, set dressing, lighting, etc, through our partnership with West LA's Hollywood CPR.

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 | In direct alignment with LS 9-10, 11-12.6 students analyze and apply academic communications standards required for successful industry sector pathway completion leading to postsecondary education and employment by demonstrating their ability to: Through the creation of fiction and no fiction media, students are able to recognize the elements of communication using a sender–receiver model as well as identify barriers to accurate and appropriate communication.   Through screenwriting and character development, and final on set direction of actors, students are able to interpret verbal and nonverbal communications and respond appropriately.  The writing component also allows students to demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.   Ultimately, their films allow students to develop a voice that they use to communicate information and ideas effectively to multiple audiences using a variety of media and formats. |
| Career Cluster or Technical Standards | Through our Film Speaker Series, Soft Skills Workshops and Industry visits as well as Master (see newsletter) integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans in direct alignment with SLS 11-12.2 students. |
| Employability Standards | In addition to executing every performance standard for CTE Video Production students must also demonstrate their ability to:   * Practice Job Safety * Utilize video production tools and equipment * Attend class regularly and punctually * Dress appropriately for the occupation * Show ability to collaborate with others * Prepare job application and a resume * Practice job interviewing process |
| 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/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **7** | Engl 7 A/B | Math 7 A/B | Explor Science | WHG Med/Mod A/B |  | **Exploring Video Production A/B**  60-85-83/84 |
| **8** | Engl 8 A/B | Math 8 A/B | Science 8 A/B | US History G&C |  | **Investigative Video Production A/B**  60-85-85/86 |
| **9** | Engl 9A/B | --- | Biology A/B | --- | Art: Graphic Design |  |
| **10** | Eng 10A/B | Geomery | Chemistry | WHG: Mod Wld A/B | French 1 A/B | **Video Production 1 A/B DM (60-86-23/24) a-g (F)** |
| **11** | AP Eng Lang A/B | Algebra 2A/B | Comp Sci Prin A/B | AP US History A/B | French 2 A/B | **H Tech Script Write & Analysis: Film A/B**  **(60-85-95H/96H) a-g (G)** |
| **12** | AP Eng Lit | Col Per Coun A/B | --- | AP Gov & Pol | French 3 A/B | **H Tech Script Write & Analysis: TV Ser A/B**  **(60-85-97H/98H) a-g (G)** |
| **13** | Engl 100 | Statistics | Org Chemistry | Blk Sociology A/B | WLA Film 115 Grips, Film 120 Camera or 125 Editing |  |
| **14** | Engl 105 | --- | --- | Blk History A/B | WLA Film 185, 285 & 385 Directed Study |  |

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

Teachers, counselors, coordinators and administrators work together to implement programs and curricula that support the pathways and student outcomes. As a result we are a high-performing program on the college/career dashboard indicator. Although we have been given the green light to develop our 2nd year sequence into a English course “b” credit, we also hired a math teacher with 5 years industry experience who will be developing a film focused math sequence. We also recently received approval to become a Linked Learning Department which will strengthen our career pathway for academic teachers to work even more collaboratively with our career technical instructors.

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)

We offer dual enrollment for all film courses from grades 10-11 with West Los Angeles College. Dorsey is also developing a Pre-Apprentice Union Program that includes an articulation agreement with West LA Hollywood CPR to train qualified below-the-line qualified workers for union work.

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?** |
| USC Critical Media Studies (CMS) | Dorsey Film students participate in critical dialogue around media representation, identity, gender, institutionalism and intersectionality, etc. Throughout the course of the semester, students guided by graduates from the program, develop a critical lens when consuming media. Using what they have learned in the USC Critical Media Project Friday sessions, students inform their final film projects illustrating concepts explored in class. They presented as part of their final project at USC’s Annenberg School of Communication and Journalism once a semester engaging in critical discussion centered around media they created. | **Two Years:** I reached out to USC Annenberg in 2016 and have been working with them to evolve programs that fit the needs of Dorsey Film Academy. |
| USC Annenberg | Annenberg High School Day (AHSD) is a bi-annual program, which takes place at Wallis Annenberg Hall and brings together over 100 local youth from the communities surrounding USC’s UPC and HSC campuses. Dorsey Film has participated in this bi-annual event since Spring 2015.   Students receive a full day of hands-on immersive training in journalism, communication, media, and public relations. They also learn about Annenberg’s undergraduate programs and services. | **Three Years:** I reached out to USC Annenberg in 2016 and have been working with them to evolve programs that fit the needs of Dorsey Film Academy. |
| California Institute of the Arts (CalArts) | Driven by a commitment to provide students in the South Los Angeles area with greater access to the arts, Dorsey Film has partnered with the CalArts Community Arts Partnership (CAP) to hold Summer Film, and now Visual and Performing Arts Programs (VAPA) intensive on campus. CalArts is eliminating their CAPSA program and rebuilding under Dorsey Film.  The focus of the upcoming summer program will be to establish/lay the foundation for the Teacher Training Program component at Dorsey, which will inform how long we schedule the summer program (two vs. three weeks), how we offer credits (enrollment vs. grade slips) but most importantly identify the academic-year trainees. | **Two Years:** I was contacted by CalArts in 2016 and together we launched the first Dorsey Summer Film Academy. |
| West Los Angeles College (WestLA) | We offer dual enrollment for all film courses from grades 10-11 with West Los Angeles College. Dorsey is also developing a Pre-Apprentice Union Program that includes an articulation agreement with West LA Hollywood CPR to train qualified below-the-line qualified workers for union work. | **One and a Half Years:** We reached out to WestLA an in partnership with Sony Pictures were able to develop a strong partnerships/articulation agreement. |

# **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 labor market demand for highly qualified technical employees in Production Managerial Arts reflected in the 2017 Otis Report on the state of California compares the number of wage and salary workers in the creative industries in California to the rest of the nation. With 747,600 jobs, California far surpasses New York State (478,100) followed by Texas (230,600). Per the Report on the Creative Economy of the Los Angeles Region, the largest employment counts in Los Angeles County’s creative sectors were in entertainment consisting of 141,400 jobs. The film program at Dorsey has expanded the specialized Video Production concentrations into Animation and is now merging with West Los Angeles College (WLAC) launching a satellite campus on under Dorsey’s Video Production umbrella. The expansion also includes the establishment of a pre apprenticeship program as well as a partnership with CalArts to create a year-round conservatory beginning with the first CalArts Summer Film Academy on Dorsey’s campus this past summer 2017. Our film program provides students with the specialized knowledge required in order to perform a wide variety of tasks to be competitive for technical positions in the film and media industry and for the first time it makes possible for us to ready under-served students for membership into the IATSE union. With a high population of foster youth, this will become an integral component to our “age-out program” designed to provide below-the-line film industry careers to young adults who will age out of the foster care system when graduating from Dorsey.

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)

As CTE pathways, we are required to meet the standard 3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions. Our film speaker series, master classes and guest speakers allow us to meet this requirement.   All students must research the scope of career opportunities available and the requirements for education, training, certification, and licensure of the industry professionals who visit our program. The Underground Museum sponsors part of this series with emerging filmmakers and industry professionals who share with Dorsey film students valuable professional insights into the art and craft of film, television and media making. Exploring The Art's (ETA) Arts Internship Program places 11th and 12th graders from ETA Partner Schools as paid interns in mentorship with professionals working in the arts. Students receive arts training, participate on arts management projects, attend shows, and practice setting and achieving realistic goals with the support of caring, trusted adults.  The House of Blues Music Forward Program launched their Access Program this November, in which students participated in career readiness training and industry visits.  The All Access program offers career exploration that exposes Dorsey Film students to careers within the music and entertainment industry. The program engages students in soft-skill exercises that prep them for the on-site tour that takes place within the same week. The students then toured entertainment venues and had the opportunity to talk to industry professionals about their career and pathway during panel discussions.

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** |
| Adobe Premier |  |
| Adobe Photoshop |  |
| Adobe Illustrate |  |

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?** |
| Sony Pictures | Sony’s relationship with Dorsey began with the mapping of Dorsey and Crenshaw when Magic Johnson theaters opened, but over time a partnership never evolved. Fifteen years later after connecting to Dorsey film through CalArts, Sony has reinforced its commitment to establish a permanent and long term partnership with Dorsey Film. Sony has donated 12 Sony A7s along with all the sound and accessories as well as offered letters of support to ensure the programs success. | Two Years. As a result of my partnership with CalArts I was connected to Sony Pictures |
| House of Blues | The House of Blues Music Forward Program launched their Access Program this November, in which students participated in career readiness training and industry visits.  The All Access program offers career exploration that exposes Dorsey Film students to careers within the music and entertainment industry. The program engages students in soft-skill exercises that prep them for the on-site tour that takes place within the same week. The students then toured entertainment venues and had the opportunity to talk to industry professionals about their career and pathway during panel discussions. | Two Years. I reached out to House of Blues when I learned of their Music Forward Foundation |
| Film Independent | LA Promise Fund’s new ArtsMatter program focuses on the integration of media arts (animation, film-making, graphic design, etc,) and provides your school with a $1,000 supply budget, visits from professional filmmakers, and pedagogical support from ArtsMatter staff.   As a result, LA Promise fund has partnered us with Film Independent to provide Master Classes and Speakers for our program | New |

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)

Dorsey films have been honored in several film festivals and students have had the opportunities to showcase their work. For two years in a row, Dorsey student films were selected to screen at this year's Black Hollywood Education Resource Center (BHERC) Youth Film Festival!  Dorsey Video has been accepted into the 4th Annual LAUSD Film Festival for the second year in a row! Our films and model curriculum have been used as reference materials in other film programs.

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)

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| --- | --- | --- |
| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
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# **SUBMIT YOUR APPLICATION**

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* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2019-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

**THANK YOU!**

Thank you for completing this application! You will know the status of your application by January 22, 2019. The programs of study will be evaluated based on their effective leveraging of partnerships, alignment to rigorous and relevant college- and career-ready expectations, clear progression of knowledge and skills across secondary and postsecondary systems, integration of successful career guidance/advisement, and key indicators of learner success.

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

We look forward to learning more about your program!

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