# **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: Digital Arts and Commercial Photography
2. Point of Contact  
    Name: Nicole Groome OR David Holicky

Email Address: [David\_Holicky@ccpsnet.net](mailto:David_Holicky@ccpsnet.net)

Phone Number: 804-768-6160  
Address: 10101 Courthouse Rd, Chesterfield, VA 23832

1. Applicant’s School/College: Chesterfield Career and Technical Center@Courthouse
2. State: Virginia
3. Type of institution (click the box to check)

Area technical center

Career academy

Comprehensive high school

Community college

Technical college

Other (please specify)

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|  |

1. Career Cluster in which your program of study should be considered (Follow this link for a further explanation of each Career Cluster [careertech.org/career-clusters](http://careertech.org/career-clusters)) **(Select only ONE):**

Agriculture, Food & Natural Resources Career Cluster

Architecture & Construction Career Cluster

Arts, A/V Technology & Communications Career Cluster

Business Management & Administration Career Cluster

Education & Training Career Cluster

Finance Career Cluster

Government & Public Administration Career Cluster

Health Sciences Career Cluster

Hospitality & Tourism Career Cluster

Human Services Career Cluster

Information Technology Career Cluster

Law, Public Safety, Corrections & Security Career Cluster

Manufacturing Career Cluster

Marketing Career Cluster

Science, Technology, Engineering & Mathematics Career Cluster

Transportation, Distribution & Logistics Career Cluster

1. In three sentences or less, describe your program of study, including the secondary and postsecondary components and how long the program of study has been in place.

The Digital Arts/Commercial Photography programs at CCTC@Courthouse have been taught at our school since 2000. It has been the goal of these programs to incorporate the newest software and technologies involved in the field into relevant project based learning opportunities. With the availability of dual enrollment credits, students can use the knowledge gained in these classes to further their education in either a two- or a four-year institution or in the world of employment.

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

Urban

Suburban

Rural

Other

# **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)  
     
   Our program receives students from the 10 comprehensive high schools in our division. Most students are juniors and/or seniors when they enter our program. They are concurrently enrolled in the comprehensive high schools for their content courses while attending the Technical Center.

**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** | 56 | 63 | 59 |
| % male students | 55% | 45% | 49% |
| % female students | 45% | 55% | 51% |
| % minority students | N/A | 43% | 44% |
| % low-income students | N/A | N/A | N/A |
| % students with disabilities | N/A | 8% | 10% |
| % English language learners | N/A | N/A | N/A |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | % | % | % |
| % of students who earned an industry-recognized credential | % | % | % |
| % of students who participated in work-based learning | % | % | % |
| % of seniors who graduated high school (who were eligible/seniors) | % | % | % |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | % | % | % |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | % | % | % |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** |  |  |  |
| % male students | % | % | % |
| % female students | % | % | % |
| % minority students | % | % | % |
| % low-income students | % | % | % |
| % students with disabilities | % | % | % |
| % English language learners | % | % | % |
| Other relevant *demographic* data |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible) | % | % | % |
| % of students who earned an industry-recognized credential (who were eligible) | % | % | % |
| % of graduates who entered the workplace and/or military (who were eligible) | % | % | % |
| % of graduates who transitioned to further postsecondary education (who were eligible) |  |  |  |

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

Data is provided from in county Student Information System and from students declaring their intent through completer surveys.

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

Students apply for their preferred program during their sophomore year. The application process does not collect identification of gender, ethnicity, disability or economic status. Approximately 14% annually of the students accepted to the Chesterfield Career and Technical Center @Courthouse have an identified disability. These disabilities span the range from learning disabilities to physical disabilities. Once accepted, staff comply with policy to implement each student’s Individual Education Plan. For students with economic challenges, parents have the opportunity to apply for fee reduction and/or waiver of program costs.

1. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)

We meet the needs of students through pull out, remediation, adjusted assignments. In addition, as every student has a Chromebook, students that experience lengthy absences due to disabilities or unexpected illness have the opportunity to access coursework online. The classes also utilize Google Classroom as an additional support for our students. Announcements, projects, rubrics and all other documentation needed for success in our class is posted here.

1. 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)

1. Counselors conduct assemblies for all 10th graders to describe the programs offered at the Tech Center. Following those presentations, students have the opportunity to take a field trip to the campus to visit programs that interest them. Following that, an open house is conducted to provide parents and other community members an opportunity to visit the campus.

2. The Tech Center participates in a regional middle school career expo that brings in all 8th graders to learn about a variety of careers and the opportunities available to them. For Chesterfield County student, information is provided to them on the programs offered.

3. As part of College and Career Month, the Tech Center conducts a Career Expo where we showcase all programs. Elementary, Middle and High students and their parents are invited to this expo.

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)

Each year students in the Digital Arts class participate in the SkillsUSA state t-shirt and state pin design contests. These contests challenge the students’ design skills and technical knowledge of Adobe Illustrator.

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)

The Digital Arts students at CTC are responsible for creating, as part of their first semester exam, the Open House poster. This poster is printed and placed in the community to advertise the school’s Open House. This is our main recruitment activity for the year.

Another project that our students are involved in is the creation of course specific infographics. Students interview teachers to gain their perspective and then produce these posters. The posters are used in various recruitment events to provide a brief visual synopsis of the course.

As mentioned, we are constantly offering our design services to other schools and county organizations. This opportunity gives our students invaluable experience.

# **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 program began when the Tech Center opened in 1977 as Commercial Photography. The Digital Arts component of the program was added in 2000.

1. The program works with the Virginia Department of Education, local employers and colleges to identify the competencies students should be acquiring.
2. Data provided by the Bureau of Labor and Statistics indicates an anticipated growth rate of 5 - 10% for the career pathways targeted by our program.
3. Our classes are structured around project based learning. Students work independently or in collaborative teams, depending on the project. Students will have several projects in their workflow, similar to what they would encounter in real work environments. Some of our projects lead to authentic products that will involve students in client meetings. Students learn firsthand in these meetings that the client has the final say on the product design, not the student.
4. In the past students have worked with the Chesterfield County Community Relations Department, Chesterfield County Fire and Police Departments on community outreach projects
5. They have also worked with various other schools in the county to promote plays and concerts.
6. 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 | Students receive instruction in the workplace readiness skills and specific aspects of the industry, including: career opportunities, use and maintenance of applicable equipment, fundamentals and applications of graphics and animation. |
| Career Cluster or Technical Standards | We introduce students to every aspect of our industry either through direct instruction, online research, videos, professional speakers, and work based learning activities. |
| Employability Standards | All Tech Center students are instructed in the 21 Workplace Readiness Skills identified in each program list of competencies. These include personal qualities, people skills, professional and technology knowledge needed in the workplace. Also, all students must participate in resume preparation and interview practice. |
| 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.

NOTE: Our school receives students from the 10 comprehensive high schools in the county. The students follow a prescribed course of study through 9th and 10th grade that includes English, math (typically Algebra 2 and geometry), world history, and science (Earth Science and Biology), PE and an elective. Electives include CTE offerings as well as foreign language and the arts.

Once students enroll at the Tech Center, they remain enrolled in their comprehensive high school. They will take their core classes at their comprehensive high school and are enrolled for three CTE credits at the Tech Center.

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| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **9** |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

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

We are a technical center. When students enter our classroom, they are immersed in the industry. They practice real world applications of the skills introduced. We utilize Project Based Learning projects and activities to incorporate the Virginia Department of Education’s competencies in our curriculum. During the year, teachers visit the CanDo website and enter competencies presented and record student grades.

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)

Prior to students entering their junior year program of study at CTC; the students are afforded the opportunity to apply for dual enrollment. Students must meet the standards set by John Tyler Community College in order to qualify. During the recruitment process all students are encouraged to participate in this opportunity. They are told that dual enrollment class not only saves them money towards furthering their education, but it also gives the up to 15 dual enrollment credits. That is almost a semester of post-secondary educational costs saved.

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?** |
| Virginia Community College System. | Students enrolled in the Digital Arts course have the opportunity to earn seven dual enrollment credits after the first year and an additional eight if they continue to the 3D Animation class and pass that. (John Tyler Community College, J. Sergeant Reynolds College…) | This partnership has existed for more than ten years. |
| State Council of Higher Education for Virginia  (mulitiple institutions) | Students who have met dual enrollment criteria have been able to use CCTC dual enrollment credits toward their four-year degree. (Virginia Commonwealth University, George Mason, Longwood…) | This partnership has existed for more than ten years. |

# **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)

Through membership in our advisory committee members, we are able to discuss current trends in our fields. Recently, an advisory committee member, who works in Los Angeles as a PreVis artist visited our classroom to discuss career paths and education needed to enter in this field. He confirmed our choice of Autodesk’s Maya as the preferred software to become accustomed to if this is the career path students choose

In August, we met with another of our advisory committee members to discuss the growing trend of social media. That member not only offered her recommendations on creating social media banners and image formatting, but also is offering our students the opportunity to design a two-page spread that will appear in a statewide magazine.

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

NO

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

N/A

1. Please list the industry-recognized credentials/certifications/licenses offered/required. If your program of study does not include industry-based credentials/certifications, please explain why. (200 word limit)

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| **Offered** | **Required** |
| Print and Digital Publication using Adobe InDesign CC 2015 | \*Students in Chesterfield County Public Schools are required to pass one industry certification in order to graduate from high school. |
| Visual Design using Adobe Photoshop CC 2015 | \*Students in Chesterfield County Public Schools are required to pass one industry certification in order to graduate from high school. |
| Graphic Design and Illustration using Adobe Illustrator CC 2015 | \*Students in Chesterfield County Public Schools are required to pass one industry certification in order to graduate from high school. |

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)

Teachers are given the opportunity to sit for Adobe certification tests as part of their continuing education. Chesterfield County also provides teachers with tuition reimbursement for college level courses passed. Opportunities to attend professional workshops is also encouraged and supported. Last year, spring, 2017, the instructors attended Photoshop World in Orlando, Florida.

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.

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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?** |
| Virginia Department of Game and Inland Fisheries. | Lynda Richardson, Art Director for the Virginia Wildlife magazine is a former teacher in this program. She has consulted with the teachers on various projects from helping to brand a fictitious fly shop to working with students to produce a two-page spread that will be use in an upcoming addition. | About three years. The art director at VDGIF is a former teacher. |
| Little Arms Studio | Alex Estep, co-founder, of Little Arms Studio has contributed time and energy to this class. His company does graphic design and web work as well as web and game design. | This relationship was formed in 2006. Alex has participated in the evaluation of several Senior Capstone projects as well as a guest speaker on the paths you can take once you graduate. |
| Third Floor, LLC. Los Angeles, CA | Sean Ruecroft graduated from Virginia Commonwealth University’s Kinetic Imaging program. We attempt to keep in touch with as many former students as possible through social media. You never know when you might need them. One of our teachers, Nicole Groome is a former graduate of our program. | I’ve known and kept up with Sean since he graduated in 2004 |
| Chesterfield County Schools Community Relations Department | Amanda Love who works in the Community Relations Department for the school system, understands that we need to create opportunities for our students to experience professional interactions. The students worked with Mrs. Love to create promotional material for the school system promoting our career paths. | Mrs. Love is new to the position, but since we worked with the former liaison, Mrs. Love decided that it was a good relationship to continue. |

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)

Each year our students participate in the State Fair Youth Arts and Crafts competition. This provides our students to showcase their work and, hopefully, earn an award. For the past two years, our students have earned top honors in all three of the electronic media categories that they enter. In December, the students enter the Scholastic Arts and Writing competition. The first layer of this competition has our students competing against other students in the Southeast Region. The second layer of the competition has the students competing on a national level. For the past number of years we have consistently had gold and silver winners in the Southeast Region. Their efforts in achieving these goals are exemplary of the quality of our 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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|  |  |  |
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# **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).