# **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: Video Production & Broadcasting I & II
2. Point of Contact  
    Name: Jeffrey Leone

Email Address: leonej@nashua.edu

Phone Number: 603-966-1316  
Address: 36 Riverside Street Nashua, NH 03062

1. Applicant’s School/College: Nashua Technology Center at Nashua High School South
2. State: Choose an item.  
   New Hampshire
3. Type of institution (click the box to check)

Area technical center

Career academy

Comprehensive high school

Community college

Technical college

Other (please specify)

|  |
| --- |
| Our Career and Technical Center is imbedded in our local comprehensive high school. In addition to Nashua, our center accepts students from 5 surrounding school districts. |

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 Video Production & Broadcasting program at the Nashua Technology Center is entering its 7th year under my instruction. The program offers students a chance to learn a basic foundation of media skills, from field to studio production, and exposes them to a wide spectrum of career choices available to them with the foundation skills learned in this program. The course also gives students a chance to earn a user certification in Avid Media Composer editing software, and gives them the opportunity to earn 3 college credits through the New Hampshire Community College system.

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

# 

# **STUDENT POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on student achievement will not be eligible for consideration. (100 word limit)  
     
   The City of Nashua has a very diverse population. Video Production & Broadcasting is open to any student, regardless of their academic, sex, and/or racial background. I work closely with guidance, the special education department, and specific student case managers to make sure any and all students have a chance to be successful. Regardless of background, race, or learning style, many students who enter the course have a passion and natural talent/curiosity for video production from all socioeconomic backgrounds. This common denominator helps to connect students from all demographics.

**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** |  |  |  |
| % male students | 66% | 59% | 50% |
| % female students | 33% | 36% | 50% |
| % minority students | 2% | 2% | 2% |
| % low-income students | 1.2% | 2% | 3% |
| % students with disabilities | 2% | 2% | 1.5% |
| % English language learners | .02% | N/A | N/A |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 30% | 44% | 50% |
| % of students who earned an industry-recognized credential | N/A | N/A | 27% |
| % of students who participated in work-based learning | N/A | N/A | N/A |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 69% | 75% | 86% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 21% | 25% | 14% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** |  |  |  |
| % male students | NA | NA | NA |
| % female students | NA | NA | NA |
| % minority students | NA | NA | NA |
| % low-income students | NA | NA | NA |
| % students with disabilities | NA | NA | NA |
| % English language learners | NA | NA | NA |
| Other relevant *demographic* data |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible) | NA | NA | NA |
| % of students who earned an industry-recognized credential (who were eligible) | NA | NA | NA |
| % of graduates who entered the workplace and/or military (who were eligible) | NA | NA | NA |
| % of graduates who transitioned to further postsecondary education (who were eligible) | NA | NA | NA |

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

The following data was provided by the state of New Hampshire report and from data pulled by our school’s guidance department. Below are the e-mails of the people that collected the data above.

Lori Coutu – Guidance Director Nashua High School South – [coutul@nashua.edu](mailto:coutul@nashua.edu)

Kathy Berry – System Administrator– [berryk@nsd42.net](mailto:berryk@nsd42.net)

Student certification data was pulled from the following website:

www.precisionexams.com/NewHampshire

It is very difficult to get exact percentages for the Post-Secondary Data section. I keep in touch with alumni using social media such as Facebook and LinkedIn. Many students will keep in touch through e-mail and visiting from time to time. Unfortunately, there is no established system to keep accurate data once the students graduate. It would be great if something could be done in the future.

1. How does your school or institution ensure equitable access and outcomes for students with diverse backgrounds? (150 word limit)  
   The city of Nashua has a very diverse population. Our school/center has no barriers to access to any CTE programs. Over the years VPB has had multiple students who have been English Language Learners, part of the Special Education program, or have had learning disabilities. I receive great support from their individual case managers, who work with me regularly to modify lessons, and ensure these students are grasping the material so they can succeed in class. They are a great resource, helping to initiate teaching strategies that might better suit a student’s learning style.
2. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)

One way I integrate technology to help close the access gaps is having my own class website ([www.ntchdtv.weebly.com](http://www.ntchdtv.weebly.com)). Here, students can find class assignments, lessons, student produced video examples, assessments, and many instructional videos. Quicktime screen recording is used to create many instructional videos that can be accessed whenever students might need extra help in our out of class. The Remind App, an educational phone app, allows communication with students via their smart phone. This is a great tool to send out reminders about projects, quizzes, or any other class related items, and a great way for students to ask questions to their teacher and peers. Another way technology is used is through private group pages provided by social media. Students are sent an invitation to the private page created through Facebook. Parents/guardians are also encouraged to join as well. This is a great way to share ideas, videos, class related articles, and allows for both student and instructor interaction outside of the course.

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)

Along with teaching, I am the leader of our department’s Recruitment and Retention Committee. I work with 4 other CTE teachers helping to develop ways to recruit students into all of our programs. One of our most successful initiatives was the creation of our Ambassador Program. This program is a collection of 2-4 student representatives from each CTE course. They are referred to as class Ambassadors. These Ambassadors then participate in various activities throughout the school year to help promote CTE as a whole and their particular course. They give tours of our programs at open houses, talk to junior high school students, participate in STEM Day activities, and run our CTE Sampling program prior to course selection. We have found our Ambassador program to be a great way to expose students to CTE. Video Production (VP) is also a participant in the school district’s summer Kickstart program. This program targets at risk rising 9th graders, and allows them to participate in sampling CTE courses they might be interested in throughout their high school career.

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)

The Video Production & Broadcasting program is not currently associated with a CTSO. Some of the activities we participate in throughout the year conflict with Skills USA. We hope to rearrange our schedule in the upcoming years so students can participate in Skills USA.

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)

I have a very supportive advisory committee for my program. This committee is made up of industry professionals and from a variety of media professions, college professors, and program alumni. I meet with this committee twice a year to review curriculum and technology to make sure my curriculum parallels industry standards. Committee members provide us with field trip visitations to their place of business post-secondary facility tours. We also host many colleges from around the area to come in and speak about their media programs and if they would be a good fit for my students. Being a 12-year veteran of the broadcast industry myself, I constantly reach out to former and current colleagues and network as much as possible. Our department has a career guidance counselor that comes in to work with students and sets up industry field trips. Also, I am given a list of competencies from the state that all students are required to demonstrate. Competencies are reported annually to the state. (Competencies can be found at www.education.nh.gov/career/career/program\_arts.htm)

# **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 Nashua District had an opportunity to secure funding for new CTE programming as part of the NH Department of Education renovation of Career and Technical Education. A needs assessment and student interest survey was conducted and TV & Video Broadcasting was identified as a career pathway of high interest.  Various stakeholders came together over two years to plan an industry validated curriculum and facility to be built.  The original instructor had a split between a TV Broadcasting and film focus in the original program. A new instructor, newly recruited industry partners and post-secondary instructors came together and worked collaboratively with the State of NH Department of Education (NH DOE) to refine and outline current industry needs for the Competencies embedded in the curriculum.

The program was established prior to my hiring. When I took over, I wanted to implement an educational foundation that introduced students to a wider spectrum of career opportunities in the media industry. Combining my own work experience and education with the help of an advisory committee made up of industry professionals and post-secondary faculty, I was able to establish a plan to update technology that mirrored industry standards, develop new lessons and projects, and elevate a video production and broadcasting curriculum to a new level while meeting state competencies.

New England is a great hub for careers in the media industry. With many big market television stations and production houses, along with art and professional sporting venues, it opens the doors to many career opportunities.

College and Career Readiness Skills is a competency woven into the Video Production curriculum. It covers communication, teamwork, problem solving and critical thinking, responsibility, and other vital skills needed to properly prepare students for post-secondary education and beyond. All of the assessments, both formative and summative, target various college and career readiness skills, making it part of a student’s overall grade.

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

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | Understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts, mathematics and use of technology application in this field.  Understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques. |
| Career Cluster or Technical Standards | Understand and acquire a working knowledge of technologies and equipment applicable to area(s) of specialization.  Understand the concepts, techniques, and procedures of Pre-Production, Production, and Post-Production processes.  Understand the roles and responsibilities of various industry professionals in the industry. |
| Employability Standards | Understand the importance of personal growth and career ready practices in the industry to ensure career success.  Understand professional, ethical and legal behaviors consistent with applicable laws, regulations, and organizational norms.  Understand the broadcast standards established by the Federal Communications Commission. |
|  |  |

# **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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** | English 1 | Pre-Algebra OR Algebra I OR Geometry OR Algebra II | Physical Science | World Studies | Phsyical Education (R)  Art (R) |  |
| **10** | English 2 | Algebra I OR Geometry OR Algebra II | Biology | Blueprints | Physical Education (R)  Health (R)  Computer Apps. (R) | Graphic Design I (E)  Graphic Design II (E)  Web Page Design (E) |
| **11** | English 3 | Geometry OR Algebra II OR Adv. Math Topics/Pre-Calculus/Calculus |  | US History | Photography (E) | Video Production & Broadcasting I |
| **12** | English 3 or English Electives or English 4 Honors | Algebra II OR Pre-Calc/Calculus OR Probability & Statistics OR AP Stats |  |  |  | Video Production & Broadcasting II |
| **13** | College Composition1  English Elective | Math 150 College Algebra | Lab Science Elective | Society & Technological Change, Foreign Language/Humanities/Fine Arts Elective | College Success Seminar (R) | Programming Logic  Introduction to Graphic Design  Introduction to Video  Single Camera production  Multi-Camera Production  Web Programming 1 |
| **14** |  |  |  |  | 2 Liberal Arts Elective (R) | Introduction to Animation  Scriptwriting for Film and Video  Lighting for Video Production  Audio for Video and TV Production  Digital Post Effects  Portfolio Presentation |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

(R) – Required (E) - Elective

***High School: Nashua Technology Center Program: Video Production & Broadcasting***

***College: Great Bay Community College Program: Digital Media Technology***

***Video Production Concentration***

***Graphic Plan of Study:***

[***www.education.nh.gov/career/career/cp\_arts.htm***](http://www.education.nh.gov/career/career/cp_arts.htm)

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

I make sure my video program is integrated with core academics. I have done multiple co-curricular projects with core academic classes over the years, spanning all departments, Math, English, Social Studies, Science, and Foreign Language. Recently I teamed my class up with the Social Studies and English department to produce a student produced Greater Nashua Municipal election forum. All three classes integrated to formulate questions for the candidates, outline a broadcast format for the show, and script out a 30 plus minute television show. We have also worked with the foreign language department producing cultural videos and videos done in a foreign language where my students had to incorporate English subtitles. We have worked with the math department helping them produce videos where we are incorporating geometry and how it can be used in the real world. The math students worked with my video students to come up with video ideas for this project. We have also worked with the Family and Consumer Science classes where my students produced kitchen safety videos. Students from both disciplines worked with my students to come up with the script and my students produced the videos featuring the Family and Consumer Science students.

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)  
   Students have the opportunity to earn 3 college credits on a college transcript through the New Hampshire Community College system and Great Bay Community College(GBCC). My program aligns with GBCC Introduction to Video –15057 –DGMT 165G - ZZ. Those credits are transferrable to other community colleges throughout the state and universities throughout the country. In some cases, students are able to advance or test out of Intro-to-Video courses during the first year of college.
2. 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?** |
| Great Bay Community College | GBCC is our Running Start/Dual Enrollment partner. I align my course with their intro to video production course so students can earn 3 college credits. | We have been a part of the Running Start program with GBCC for 5 years now. |
| Avid Technologies | My program is an Avid Learning Partner along with me being an Avid Certified Instructor. We are one of the few high schools that is an ALP and offers an Avid Certification program. Through Avid, they provide site with the proper software and updates for instruction along with any support needed for instruction. | Avid Technologies has been a partner for 4 years now. |
| University of New Hampshire - Manchester | A professor from UNH-Manchester is a sitting member of the Advisory Council. He comes to speak with my students 1-2 times a school year to talk to them about UNH and their Media Program. He is very supportive of my program, giving feedback on new curriculum and project ideas. | UNH-Manchester has been a partner for 5 years now. |
| City of Nashua’s Public Education Television Channel (ETV) | Provides internship opportunities for video production students. We team up throughout the school year on various community television programs. | ETV has been a partner for 7 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)

I have strong relationships many peers, past and present, who work in broadcasting. Meeting as a committee, we verify the rigor and relevance of the curriculum and align it with current skills demanded by the industry.

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)

We have a partnership with our local Education Access Channel (ETV). Video Production students have the opportunity to participate in internships at this channel. Some of the work is paid, but the majority is unpaid. Students work cameras for local school sporting events, community television shows, and other production work as needed.

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** |
| Avid User Certification (editing software) | Precision Exam – Television Production  [www.precisionexams.com/NewHampshire](http://www.precisionexams.com/NewHampshire)  www.education.nh.gov/career/career/index.htm |
|  |  |
|  |  |

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)

I have participated in multiple professional developments throughout my career. I have taken courses to become a certified instructor for Avid Media Composer. I have participated in a week long externship working and shadowing multiple broadcast facilities. I have also participated in workshops at the National Broadcasters Association Conference and the New England Media Educator conferences.

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

|  |  |  |
| --- | --- | --- |
| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Avid | I work closely with Avid, taking advantage of professional development and training. I am an Avid Certified Instructor and my class is an Avid Learning Partner, one of the few high school partners in the country. | We have had a partnership for 5 years. |
| WMUR Channel 9  Manchester, NH | WMUR helps me keep my broadcasting curriculum up to date. They also invite my students up for field trips and job shadows. | We have had a partnership for 5 years now. |
| WHDH Channel 7  Boston, MA | WHDH helps me keep my broadcasting curriculum up to date as well. We make an annual trip to Boston to tour the station and speak with industry professionals on skills needed to succeed in the industry. | We have had a partnership for 7 years now. |
| City of Nashua Public Access Television Channels | The public assess channel has not only allowed students to participate in productions and internship opportunities, but also has teamed up with my program to produce local community programming such as local election debates, community forums, and other public programming. | We have had a partnership for 7 years. |
|  |  |  |

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

My students have had incredible success over the years and participated/competed in a variety of media/film events. The following are some examples:

New Hampshire High School Film Festival – Overall Winner – 2014,

Jury Award Runner Up – 2016,

Best Public Service Announcement – 2013-2016

Chunky’s Cinema Grand Prize Winner – Best Mock Movie Trailer – 2016

The National Academy of Arts & Sciences Boston/New England Chapter –

Honor Awards 2012-2016 in the following categories:

Sports Promotion

Short Fiction

Short Non-Fiction

Recognition by Governor Maggie Hassan of New Hampshire – What’s Cool About Manufacturing in New Hampshire -2014

Nashua Telegraph Editorial – 2011 Presidential Primary – produced by students at our classroom television studio

10 Day Film Challenge – Multi-State competition –

3rd place 2017

Top 10 in the National Festival

Alliance for Community Media Northeast Region

2nd Place – Issues and Political Process Non-Professional

2013 Board of Education Candidates Forum

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?** |
| Nashua Silver Knights Baseball Team | This partner gives my students the opportunity to make stadium videos for their team’s scoreboard and gives them the opportunity to stream home games. | Partnership since 2015. The organization contacted me for help with their online game streaming. |
| Nottingham Senior Living Community | This partner gives my students the opportunity to make videos for senior citizen residents. The students record events at the center and make DVDs for the residents unable to attend the events such as resident produced concerts and plays. They have also made workout videos for senior citizens. | Partnership since 2012. Partner was looking for someone to record holiday performances by the residents then have DVDs made for residents unable to attend. The partnership grew each year to just holiday concerts, to concerts and plays, then to physical fitness videos. |
| Nashua Prevention Coalition  Nashua Police Department | This partner uses my student produced public service announcements on drug prevention. They use them on their website, at local movie houses, and on our public education channel.  The NPD partnership grows stronger each year. My students have had the opportunity to produce training videos and website videos for the department. | Partnership since 2014. The coalition is run by a retired teacher. They are always looking for videos to help promote their cause. Because I teach a unit on PSA production, I feel having this partnership shows students how they can work with a client as well as teaching them how to produce a solid PSA.  Partnership since 2014. The NPD partnership started when we produced a cadet camp documentary that won an area award. From there we were approached to produce some police training videos and then a video for their website. |

# **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).