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Career Academies:

An Investment in Students, the Workforce and the Economy

Today's Speakers

Kara Herbertson, Research and Policy Manager
NASDCTEc

Jan Struebing, Executive Director
National Career Academy Coalition

Kathleen Taylor, Chief for the Bureau of Standards, Benchmarks and
Frameworks, Division of Career and Adult Education
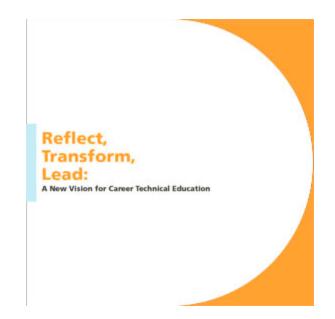Florida Department of Education

Sabrina Arney, Teacher
Aspirations in Medical Services Academy, David Star Jordan High
School, Long Beach, California

NASDCTEc Vision Supports Career Academies

- NASDCTEc Vision for CTE:
  [Reflect, Transform, Lead:
  A New Vision for Career Technical
  Education](#)

- New NASDCTEc Publication:
  [Career Academies: Investing in
  Students, the Workforce and
  Career Technical Education](#)

Reflect,
Transform,
Lead:
A New Vision for Career Technical Education

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What is a Career Academy?

- "A school within a school, providing a college preparatory curriculum in the context of a career-oriented theme"

- Serve over 1 million students in 7,000 career academies

- Career Academy Support Network: Career academies have three key elements:

  - Smaller Learning Communities

  - College Preparatory Curriculum with Career-Oriented Theme

  - Strong Partnerships with Business and Industry

Research Supporting Career Academies

MDRC Study – *Career Academies: Long Term Impacts on Work, Education, and Transitions to Adulthood*

- Average increase in earnings of 11 percent

- Improvement in attendance, increased academic course taking and likelihood of graduating on time

- Increase in student participation in career awareness and work-based learning

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Research Supporting Career Academies

Other research shows the benefits of a career academy education include:

- Increased academic success

- Increased participation in extracurricular activities

- Increase in the number of course credits earned

- Decrease in the need for remedial coursework

- Reduction in the likelihood of being arrested

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National Standards of Practice

Jan Struebing, Executive Director, National Career Academy Coalition

1. Defined Mission and Goals
2. Academy Design
3. Host Community and High School
4. Faculty and Staff
5. Professional Development and Continuous Learning
6. Governance and Leadership
7. Teaching and Learning
8. Employer, Post-Secondary Education and Community Involvement
9. Student Assessment
10. Sustainability

Florida Career and Professional Education(CAPE) Act, Est. 2007

Kathleen Taylor
Division of Career and Adult Education
Florida Department of Education

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Secondary Career and Technical Education

- A strategy to prepare middle school and high school students for success in college and careers
- Focus is on integrating rigorous academics with a career theme

> *"Learning is Relevant"*
>
> *"Student is Engaged"*

- Career and Professional Education Academies are a major strategy for improving college and career readiness

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Goal of the Act

- The Florida Career and Professional Education Act is created to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

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Purpose of the Legislation

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;

- Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;

- Support local and regional economic development;

- Respond to Florida's critical workforce needs; and

- Provide state residents with access to high-wage and high-demand careers.

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Strategic Planning

Establishment of 3 year plan

Each district school board shall develop, in collaboration with regional workforce boards, economic development agencies, and postsecondary institutions approved to operate in the state, a strategic 3-year plan to address and meet local and regional workforce demands.

Statutory Requirements
(s. 1003.493 FS)

- Provide a **rigorous** standards-based **academic** curriculum integrated with a career theme;

- Include one or more **partnerships** with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community;

- Provide **personalized** student advisement;

- Promote and provide opportunities for students to earn Bright Futures scholarships;

- Provide instruction in **high growth**, **high demand**, and **high pay** careers;

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Statutory Requirements
(s. 1003.493 FS)

- Deliver instruction relevant to the applicable career, including intensive reading and mathematics intervention;

- Offer **applied courses** that combine academic content with technical skills;

- Provide instruction resulting in **competency**, **certification**, or **credentials** in workplace skills;

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The Role of Industry Certifications

Industry Certifications

- A key component of the CAPE Act is state-approved industry certifications that are critical to Florida's employers.

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What is an industry certification?

- Statewide definition was developed by the Department of Economic Opportunity as part of the CAPE Act implementation:

  "A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need."

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Key Florida Statutes for Career and Professional Academies

- s. 1011.62(1)(o) – Calculation of additional full-time equivalence membership based on certification of successful completion of industry-certified career and professional academy pursuant to s. 1003.492
  - Student eligibility for additional FTE is based on the following:
    - Enrollment in a registered career and professional academy
    - Completion of a certification on the approved list
    - Receipt of standard high school diploma
  - Students earning certification through dual enrollment are not eligible for the additional FTE calculation.
  - Changes in 2011 – Each certification was weighted in 0.3 in the original legislation; now each certification will be weighted 0.1, 0.2, or 0.3.
  - Changes ahead to the weighting system in 2013!

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Statewide Articulation Agreements Based on Industry Certifications

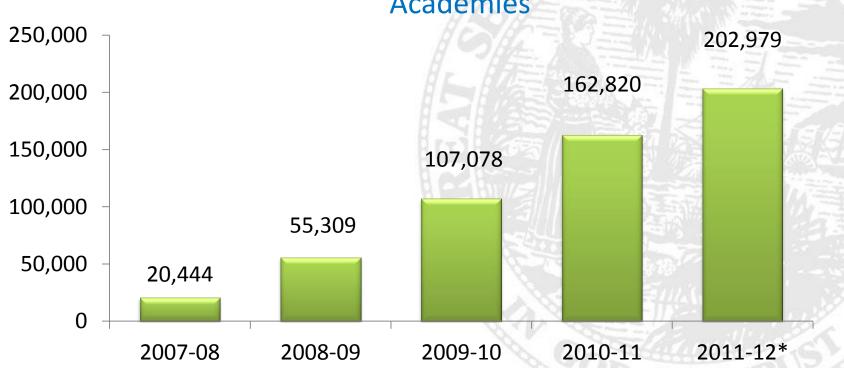| Industry Certification	AS/AAS	Number of College Credits
ADDA Apprentice Drafter (AD)	Architectural Design and Construction Technology	3
Autodesk Certified Associate (AutoCAD)	Drafting and Design Technology	3
Certified Bookkeeper	Accounting Technology	3
Certified Electronic Technician	Electronics Engineering Technology	3
Certified Production Technician	Engineering Technology	15
Global Logistics Associate	Supply Chain Management	12
Microsoft Certified Desktop Support Technician	Network Services Technology	3
NCCER – Construction Technology	Building Construction Technology	3

High School CAPE Academies by Career Cluster, 2011-12

Career Cluster	Academies
Information Technology	243
Health Sciences	205
Hospitality & Tourism	182
Arts, A/V Technology & Communication	156
Business Management and Administrative	127
Science, Technology, Engineering, & Mathematics	123
Agriculture, Food, and Natural Resources	105
Architecture & Construction	95
Education & Training	85
Transportation, Distribution & Logistics	72
Marketing Sales & Service	55
Finance	31
Law, Public Safety & Security	17
Manufacturing	8
Human Services	5
Energy	2
Total	1,511

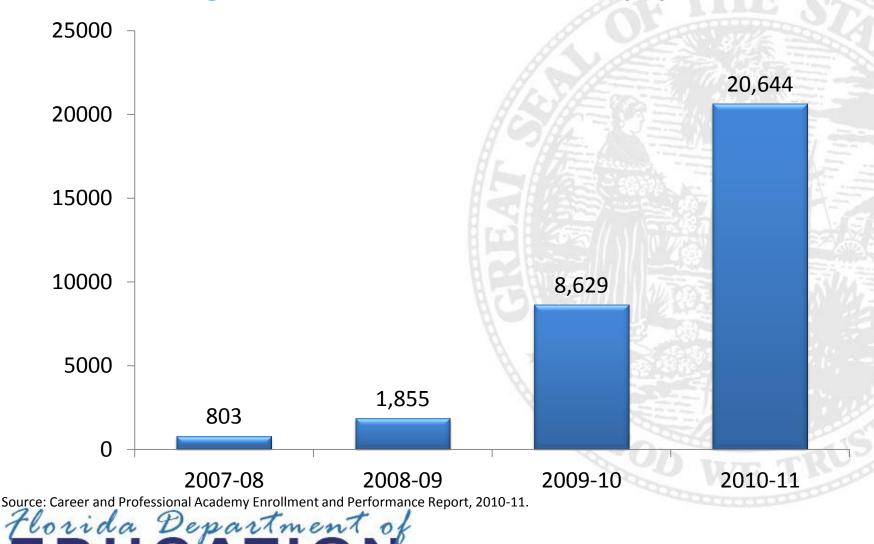# Records Show Dynamic Growth in Number of Students in Registered Academies

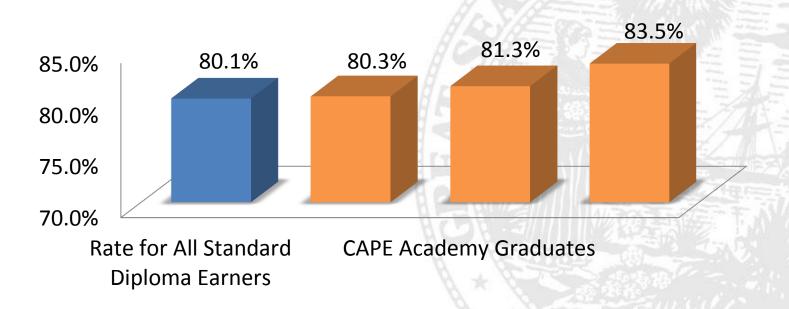## Enrollment in Registered Career and Professional Academies

Based on preliminary Survey 5 data reported as of Oct 12, 2012

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The Number of Academy Students Earning Certifications Has Sharply Increased

Bar chart showing the number of academy students earning certifications:
- 2007-08: 803
- 2008-09: 1,855
- 2009-10: 8,629
- 2010-11: 20,644

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Secondary CTE Placement Data:
2010-11 Graduates Found in Postsecondary Education or Employed in Fall 2011

Note: *CTE concentrators have taken at least three CTE courses in a single program or two courses in a two-course program.

Resources

- 6A-6.0573, F.A.C.-- Industry Certification Process
  https://www.flrules.org/gateway/readFile.asp?sid=0&tid=7490357&type=1&file=6A-6.0573.doc

- DOE Website – CAPE Act
  http://www.fldoe.org/workforce/fcpea/default.asp
  – Industry Certification Funding Lists and Career and Professional Academy registration site are available here.

- Agency for Workforce Innovation - Comprehensive Industry Certification List
  http://www.floridajobs.org/CAPE/cape.html
  – Comprehensive Industry Certification List is available here.

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Resources

- Technical Assistance Paper: Florida Career and Professional Education Act
  http://www.fldoe.org/workforce/pdf/CAPE-Act-TechAssist.pdf

- Statewide Memorandum on Industry Certification Data Reporting
  http://www.fldoe.org/workforce/pdf/icdr.pdf

- Career and Professional Academy Enrollment and Performance Reports
  http://www.fldoe.org/workforce/research.asp

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Aspirations in Medical Services (AIMS Academy): Twenty Years of Student Success

Sabrina Arney, AIMS Lead Teacher
Jordan High School
Long Beach, CA
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California Partnership Academy (CPA) Model

The California Partnership Academies per California Education Code Section 54690-54697 represent a high school reform movement that is focused on smaller learning communities with a career theme. Academy components include rigorous academics and career technical education, with a career focus, a committed team of teachers, and active business and post-secondary partnerships.

- State funding based on student achievement—80% attendance and 90% attainment of credits; district and industry partners match with in-kind or direct support; funding to be used to support academy students and activities only

- School-Within-a-School—Academy teachers work as a team in planning, teaching, and troubleshooting program activities.; academy classes limited to academy students only

- Advisory Committee to assist in the development and operation of the academy

- Three Year Program of Study—Grades 10 through 12. We have a "pre-academy" in grade 9. When possible should include A-G requirements (College Preparatory Curriculum).

- Career Preparation—Three year sequence of CTE courses. Most CPA's align their CTE sequence to Perkins guidelines for additional funding sources. Sequence should conclude with a capstone class which when possible includes an internship

- Industry Certifications—Goal is to attempt to provide students with industry certifications to better prepare students for employment right out of high school. Certifications will depend upon the industry sectors.

Teaming

- Program Development—One teacher should be assigned the role of lead teacher and when possible be provided with an additional conference period in order to conduct academy business. However, all teachers in an academy should be involved in the development of the program. It is too large of a task for one teacher or director and it also ensures teacher "buy-in."

- Grade level teams made up of three core subject teachers and a CTE teacher to allow for the integration of CTE skills and standards into core classes.

- Teachers need a common conference period or planning time to work together to infusing work-based learning opportunities and career technical education standards into their core curriculum classes. This is usually done through integrated project development.

Integrated Curriculum Development

- Real World Relevance

- Integration of core subject knowledge with authentic, career, or industry applications

- Inclusion of multidisciplinary projects that integrate academic and CTE course content

- Authentic assessments which allow students to demonstrate mastery of skills and knowledge.

- Focus is not only on industry specific skills, but also on soft skills which transfer to any work place.
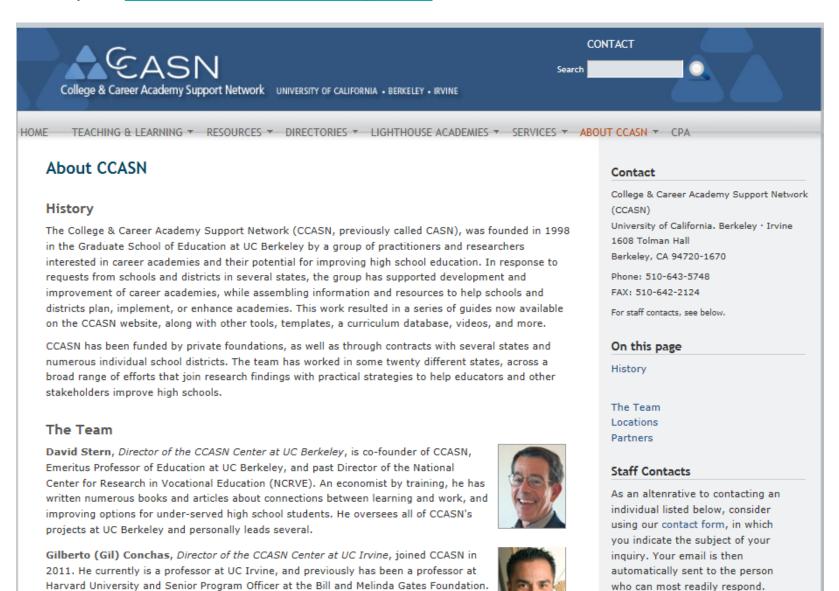
Industry Partnerships

- Provide mentors—The best mentorships are those which allow face-to-face interactions between industry mentors and the students. When necessary, e-mentoring programs such as *icouldbe.org* may be used as a substitute.

- Service Learning Projects—City government agencies, private agencies, local non-profits, etc… offer many opportunities for service learning projects. These allow students to put their skills and knowledge to practice in an authentic work environment.

- Community Classroom/Work-Based Learning—Internships and job shadowing allow students access to the work place. Nothing motivates students more than seeing first hand where all their hard work is going to lead them.

- Advisory Committee Membership—Industry partners are invaluable members of career academies. They offer suggestions for integrated projects, valuable insight into the skills necessary for success in a particular industry, are excellent networking resources, and are vital in making a career-focused academy an authentic place of learning for young people.

Why Has AIMS Been So Successful?

- The California Partnership Academy Grant which provides additional funds for running the academy and assures adherence to CPA model

- District and administrative support

- Continuity of leadership

- Teacher teaming and buy-in

- Strong industry support

- Ability to recruit students interested in career pathway

- Autonomy in master scheduling (School-Within-a-School model)

- Additional funding to support academy activities

- Our students

For more help visit College and Career Academy Support Network (CCASN) at www.casn.berkeley.edu

Questions? Our guest speakers

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