
The result of discovering the student's interests?

“I’m more interested in school

Because school’s more interested in me!”

Gene Carter, ASCD

An Effective Program By Any Name

- Pathways
- Institutes
- Academies
- Houses
- Majors
- Small Learning Community

Career Academy:

“.. A multi-year program in which the curriculum integrates academic and CTE courses, organized around one or more broad career themes.”

National Center for
Education Statistics

Table 2.15. Percentage and number of public schools with a 12th grade that offered career academies, by selected school characteristics: 2004

School characteristic	Percent	Number
All schools	21.5	4,800
School size		
1–599 students	13.7	1,800
600–1,199 students	25.5	1,200
1,200–1,999 students	39.5	1,200
2,000 or more students	45.4	600
Locale		
Urban	29.2	1,300
Suburban	23.8	2,200
Rural	15.2	1,300
Percent minority students		
1–10 percent	17.1	—
11–30 percent	21.2	—
31–50 percent	28.2	—
More than 50 percent	26.6	—

— Not available due to some schools having missing data for the percentage of minority students.

NOTE: Area CTE schools were not fully included in the data collection and thus are not included in this table. Career academy is a multi-year high school program in which the curriculum integrates academic and career and technical education courses, organized around one or more broad career themes. Standard error tables are available at <http://nces.ed.gov/pubs2008/2008035se.pdf>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2003–04.

Career Academy Support Network

- Career Academy Support Network (CASN)
 - National Academy Foundation (NAF)
 - National Career Academy Coalition (NCAC)
 - National Center for Education & the Economy
 - America's Choice
 - Southern Region Education Board (SREB)
 - High Schools That Work
 - Talent Development High Schools
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High School Career Academies

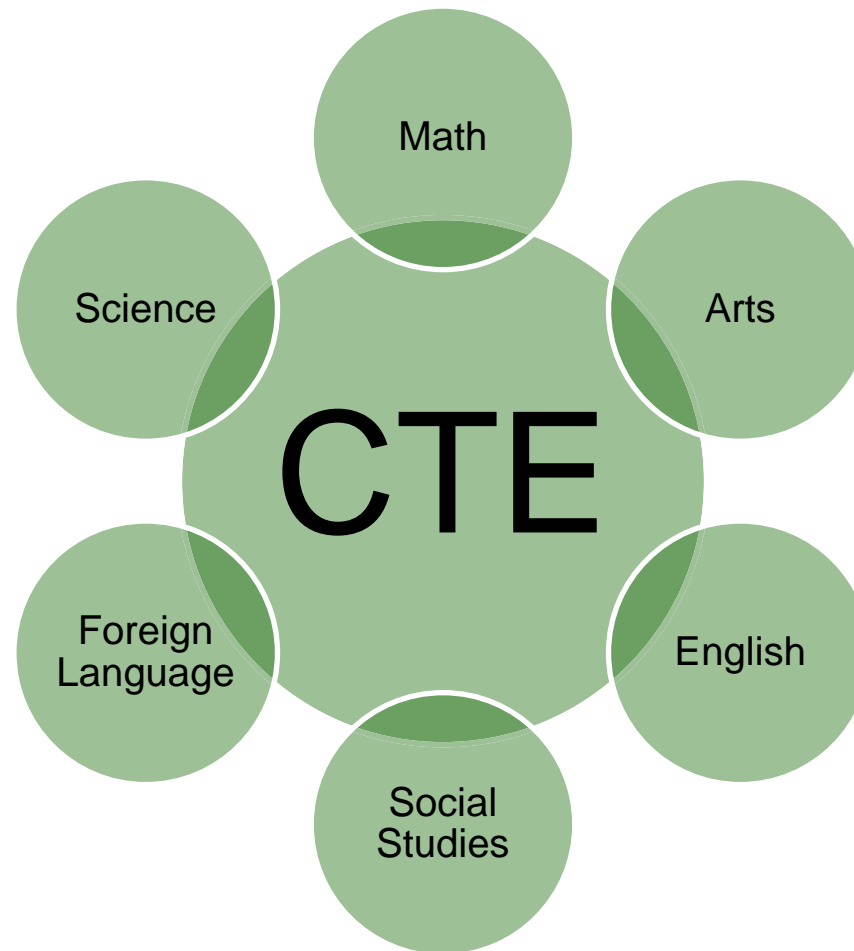
- A small learning community, comprising a group of students within the larger school who take classes together for at least two years taught by a team of teachers from different disciplines.
- A college curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work
- Partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.

Career Academy Support Network

Academies – A Broad Continuum of Delivery



Multidisciplinary Integrated Curriculum



Career Academy

National Standards of Practice

- Defined Mission and Goals
 - Academy Structure
 - Host District and High School
 - Faculty and Staff
 - Professional Development
 - Governance and Leadership
 - Curriculum and Instruction
 - Employer, Higher Ed and Community Involvement
 - Student Assessment
 - Cycle of Improvement
-

Career Academy

National Standards of Practice

- **Defined Mission and Goals**
 - ❑ Focus on college and career
 - ❑ Raise student aspirations
 - ❑ Increase student achievement
 - **Academy Structure**
 - ❑ Cross-grade articulation – 2 grades
 - ❑ Student selection – voluntary
 - ❑ Cohort scheduling
 - ❑ Physical space
 - ❑ Small size, supportive atmosphere
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■ Host District and High School

- ❑ BOE & Superintendent support
- ❑ Principal & HS admin. Support
- ❑ Adequate funding, facilities, equipment

■ Faculty and Staff

- ❑ Teacher leaders, coordinators
- ❑ Fully credentialed, cross-disciplinary, voluntary
- ❑ Counselors knowledgeable, supportive

■ Professional Development

- ❑ Common planning time/extensive PLC
 - ❑ PD in multi-disciplinary/inquiry style
 - ❑ Speaker/mentor/WBL adequately prepared
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■ Governance and Leadership

- ❑ Advisory board with broad representation
- ❑ Regular meetings, at least quarterly
- ❑ Student voice/input

■ Curriculum and Instruction

- ❑ Meets state/national standards
- ❑ Graduate qualified for post-secondary work
- ❑ Sequenced, integrated, relevant, authentic project-based
- ❑ Post-graduate/career planning (EDP)
- ❑ Dual enrollment, Direct Credit, Articulation

■ Business and Civic Involvement

- ❑ Career theme supports local/state economy
 - ❑ Community involvement – field trips, speakers, internships
 - ❑ Work/community based service learning
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■ Student Assessment

- ❑ Student data collected and used to inform instruction
- ❑ Multiple measures (attendance, graduation rates, test scores, post-secondary rates & success, etc.)
- ❑ Technical learning is assessed – industry certification
- ❑ Accurate reporting
- ❑ Evidence of impact – student performance

■ Cycle of Improvement

- ❑ Feedback from key stakeholders, incl. students
 - ❑ Student follow-up
 - ❑ Refinements include timetables and benchmarks
 - ❑ Changes continue to reflect Mission & Goals
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Sample Academy Programs

- Lake Travis High School – Austin, Tx.
 - Institutes of Study
 - Open, non-cohort, recommended
 - Elk Grove Unified Schools – California
 - Pathways and Academies
 - 4 year cohorts, fully integrated curriculum
 - Traverse Bay ISD Career Tech Center
 - Manufacturing Technology Academy
 - 2 year, half day, integrated curriculum
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Elk Grove Unified, our goal goes beyond the classroom and reaches into the future of our students. We strive to guide each student toward a college or career. Through small learning academies and career pathways, we offer our students the ability to specialize in a number of career fields – including public service, business, health, engineering, technology, ag-science, auto-technology, education and media. These career learning opportunities are possible as a result of relationships Elk Grove Unified has with local businesses and community members who provide our students with real world training.

Career academies and pathways share many components. They are small learning communities that encompass a broad-based industry area, which includes careers from technical learning through professional levels. They strive to promote student/employer engagement through workplace experience and provide industry certifications (when applicable). Most importantly, they prepare students for post-secondary pursuits, both for college and the workplace.

Specifically, a career pathway is a recommended sequence of general and career technical courses related to a career focus area. Career pathways include an introductory and an intermediate career technical education course. Additionally, enrollment in a related Regional Occupation Program (ROP) is encouraged for students who participate in a career pathway.

Career academies require additional criteria. Students in career academies are assigned to a team of teachers and participate in integrated academic and career/technical courses related to a career focus area. A career academic sequence includes progressive exposure to the world of work to a certificate recognized by businesses and industry. A career academy is flexible, but is structured with a 9-12 grade sequenced, integrated course of study. Employers are engaged in the academy process through mentoring, job shadowing, and participation in advisory meetings.

Pillars of Ford PAS

Learning Pillars

- Flexibility in applying academic knowledge and skills
- Critical thinking
- Problem-solving
- Teamwork
- Communication
- Creativity and innovation
- Global awareness

Teaching Pillars

- Academically rigorous and career-relevant
- Inquiry-based
- Project-based
- Real-world
- Performance-based
- Technology rich

Ford PAS Next Generation Learning



Next Generation Learner

- Prepared for success in college and the workplace
- Engaged learner, able to apply learning in the real world
 - Possesses critical 21st Century skills

Transforming Teaching & Learning

Transforming Teaching & Learning Key Attributes

Teaching that is characterized by the Ford PAS Teaching Pillars:

- Academically rigorous and career-relevant
- Inquiry-based
- Project-based
- Real-world
- Performance-based
- Technology-rich

Learning that embodies the Ford PAS Learning Pillars:

- Flexibility in applying academic knowledge and skills
- Problem-solving
- Critical thinking
- Teamwork
- Communication
- Creativity and innovation
- Global awareness

Redesigning High Schools

Redesigning High Schools Key Attributes

- Students have choices among high-quality career academies and similar career- and interest-themed programs
- School staff form a learning community committed to transforming their practice
- School leaders have flexible use of resources to support redesign
- Adults and students are accountable for results
- District supports and sets expectations for school redesign

Sustaining Change Through Business & Civic Leadership

Sustaining Change Through Business & Civic Leadership Key Attributes

- Business, civic, and education leaders create a master plan for education transformation
- Business and civic leaders support and sustain the master plan
- Employers are actively engaged in guiding and supporting career academies and similar career- and interest-themed programs
- Career- and interest-themed programs address skilled workforce priorities
- The broader community is aware and engaged
- Stakeholders are mutually accountable for implementation of the master plan

Ford PAS Curriculum Themes

- Foundations in 21st Century Skills
 - Working Toward Sustainability
 - Getting Smart About Business
 - Manufacturing for Tomorrow
 - Data, Decisions, and Design
 - Living in a Global Economy
 - Putting Math to Work
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Theme: Working Toward Sustainability

Module Titles

- We All Run on Energy
 - Energy from the Sun: Biomass
 - Is Hydrogen a Solution?
 - The Nuclear Revolution
 - Closing the Environmental Loop
 - Energy for the Future
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More evidence that Career Education/ Development works:

A recent study conducted for the James Irvine Foundation in California reveals that “...more than 90% of 9th and 10th graders believe that tying classes to their future and real-world careers would inspire them to work hard and do well in school.”

The Value of CTE and Career Instruction

- “High school graduates with some vocational/applied learning experiences in school, ranging from community service to internships, attained higher grade-point averages in their freshman year in college than students with no career experience in school.”

Anne Lewis

Kappan, 2004

Students Who Participate in Career Education/Exploration Are More Likely To:

- Take college-entrance and Advanced Placement exams
- Graduate from High School
- Attend college

Schools need to engage, inspire and advance students with every kind of interest and ability, including those not highly motivated by academic study.



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 - **Career Technical Education**
 - **Career Development**
 - **Career Pathways**
 - **Career-themed Academies**
 - **The Millennial Challenge**
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