

Pinellas Master Plan for Career Education 2018 - 2022



THE ACADEMIES OF PINELLAS

CAREER ACADEMIES

CAPE ACADEMIES

THEME ACADEMIES

ACADEMIES OF DISTINCTION

Executive Summary

In 2011, Pinellas adopted a five-year Master Plan for career education in Pinellas County Schools, which created the Academies of Pinellas (AOP). This plan served as the blueprint to enable the District to achieve its vision and mission for highest student achievement in its sixteen¹ zoned high schools. A deliverable of the \$200,000 grant awarded by Ford PAS, the plan was developed and organized by the Pinellas Education Foundation and district's Career Technical and Adult Education (CTAE) department, in concert with the Career Education Board (CEB), Pinellas Schools District Superintendent, District Cabinet, Industry Leaders, Nonprofit Executives, Students, and Community Advocates on behalf of Career Academies throughout the District.

The 2011 Master Plan contained two main goals related to secondary schools.

Goal 1: By 2016-17, 50% of all Pinellas secondary students will be enrolled in a career academy.

Goal 2: By 2016-17, 35% of all Pinellas secondary students will earn an industry certification.

Incorporating the Ford Next Generation Learning Pillars (Ford NGL) and an academy methodology underpinned by the National Career Academy Coalition's National Standards of Practice (NSOP), the five-year master plan is established to support the implementation and sustainability of The Academies of Pinellas. The community-supported² plan aligns local and state initiatives to provide every student with

¹ In 2011, Pinellas County Schools had 16 high schools. In 2017-18, Pinellas County Schools added a 17th high school, Career Academies of Seminole. Prior to the 2017-18 school year, Career Academies of Seminole was a career academy site where students from Largo, Seminole, and Pinellas Park High School took classes while they were officially enrolled in one of those three high schools.

² When the 2011 Master Plan was designed, it was informed by a series of community facing meetings and focus groups.

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the foundation of knowledge, skills and character necessary to excel in postsecondary education, work and life.

The 2012 Five Year Master Plan capitalized on existing career academy infrastructure, strongly aligned to the school district's Career and Professional Education Act (CAPE) five-year master plan. The school district and its community partners are committed to expanding CAPE academies and the numbers of students achieving nationally recognized credentials as an important piece of the five-year master plan.

Grounded in the research of the Ford Partnership for Advanced Studies, the five-year master plan was structured around the three pillars of Next Generation Learning: Transforming Teaching and Learning, Redesigning High Schools, and Sustaining Change through Business and Civic Leadership. A third overall goal of the master plan was to exceed the district's 2011 graduation rate by 5% in 2017, as measured by a 1% increase over each of the plan's five years. The graduation rate improved by 12.8% from 2011- 2016.

As high schools have embraced Academy methodology, the graduation rate has increased. In addition to the 12.8% increase in the graduation rate from 2011- 2016, other accomplishments of the original Five Year Plan include:

- District-wide Academy³ enrollment of 51% in 2015-16 and 2016-17, above the 50% goal and achieved ahead of schedule.
- In 2016-17, 13,000 certifications were achieved district-wide.

Looking ahead to the community's **Master Plan for Career Education 2018-2022**, the Stavros Career Education Board remains committed to the Academy methodology. The plan's framework is based on the underlying tenet that all students will benefit from personalized learning environments, rigorous curricula and themed programs in their schools. These provide relevant contextual learning in order to prepare students for workplace opportunities, including those that are high-skill and high-wage.

There are four groups of programs in the Academies of Pinellas, representing a continuum of Academies within the Pinellas School district: Academies of Distinction (AOD), Career Academies, CAPE Academies and non-Career/Themed Academies.

1. **Academies of Distinction (AOD):** CAPE Academies that have achieved the highest ratings in all categories of the Stavros Career Education Board Rubric. Some AOD programs also meet criteria established by an outside organization such as the National Career Academy Coalition's National Standards of Practice.
2. **CAPE Academy:** The Florida Career and Professional Education Act (CAPE) was created to provide a statewide planning partnership between business and education

³ *Over time the phrase "career academy" in Goal 1 was broadened to "academy" which made the category more inclusive of not just state CAPE academies, but also career themed programs and SLC academies. The expansion of the definition acknowledges that all students benefit from personalized learning environments, rigorous curricula and interest-focused programs in their schools that provide relevant contextual learning in order to prepare them for workplace opportunities, including those that are high-skill, high-wage.

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communities, to expand and retain high-value industry, and sustain a vibrant state economy. The CAPE Act requires that each school district open at least one career Academy. It established benchmarks and procedures for schools and districts developing new career academies and designing curricula and mandates that core academic courses in career academies meet state curriculum standards by providing both rigorous academic and occupation-specific training. CAPE Academies offer the same characteristics as career academies (including advisory boards) and have been certified by the State of Florida and offer students industry certifications. For a complete listing of CAPE Academies in the state of Florida, see [Career and Professional Academies Registered with FLDOE](#).

3. **Career Academy:** Career Academies are small learning communities embedded with a career theme. Academies comprise groups of students who take several classes together for at least two years. Courses are taught by teams of teachers from academic and career and technical education disciplines who coordinate course content and instructional approaches. Career academies follow a college preparatory curriculum, organized around a career cluster. Designed to expose students to the skills and knowledge needed for their career cluster, coursework is structured to help students understand the link between academics and work. Career academies are built around partnerships with employers, the community, and local postsecondary institutions, representatives of whom serve on advisory boards for the Academies. Drawing on their collective resources, these partners provide students with workplace experience, and support the acquisition of the skills and training needed to succeed in college and the workforce. Career Academies offer industry certifications to students in related subject areas.

4. **Themed or Non-Career Academy** – A themed Academy is not organized in an Academy structure, but operates in a small learning community framework and may include some elements of a career Academy. The emphasis of student studies are on 21st Century skills of communications, team-work, problem-solving, and technical skills. Students may also participate in individualized learning or project and problem based learning. Examples of themed Academies include JROTC, Fine Arts, and Music Academies. Students have a sense of belonging within a themed Academy but may not have a chance to earn specialized industry certifications. Themed Academies may not have advisory boards and are not registered through the state of Florida.

The Academies of Pinellas is a community-supported plan that aligns local and state initiatives to provide every student with the foundation of knowledge, skills and character necessary to excel in postsecondary education, work and life. Enrollees counted in the above goals must meet the criteria of a program concentrator, which is defined as a student that completes three credits in a career technical program of study. The Pinellas business community is represented by the Stavros Career Education Board, which strongly supports The Academies of Pinellas as a method for improving the quality of the local workforce, in order to contribute to the long-term economic prosperity for the county and improved quality for all citizens in the Tampa Bay area.

As an incubator for potential future Academies, Career Themed Clubs have begun in elementary, middle school and high school. As contrasted with an Academy program, a career themed club is scheduled outside of the standard school day. Career themed content is not embedded in academic coursework or

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the scheduled classes. These programs may be held before or after standard school hours. They are a valuable part of the Academy eco-system as they expose students to areas of interest and engagement.

Building on the success and learnings from the first five years, PCS and the Stavros Career Education Board have developed the following goals for the 2018 Master Plan.

The 2018 Master Plan contains two main goals related to secondary schools:

1. By 2021-22, 75% of all Pinellas high school students will be enrolled in AOP through the establishment of CAPE Academies, Career-Themed Academies, and non-career themed Academies.
2. By 2021-22, 50% of all Pinellas high school students will have earned an industry certification before graduation.

The 2018 Master Plan is being expanded to be inclusive of middle schools and contains two main goals related to middle schools:

3. By 2021-22, 50% of middle school students will be enrolled in a career exploratory experience during their three-year middle school experience.
4. By 2021-22, 30% of middle school students will earn at least one industry certification..

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INTRODUCTION

Community Profile

Pinellas County is the most popular tourist destination on the Gulf of Mexico, drawing six million tourists annually. Pinellas' diverse communities range in population from more than 252,000 in St. Petersburg to slightly more than 100 in Belleair Shore. Pinellas is well connected with regional access provided via Interstate-275, two international airports, and the largest port in Florida. Anchored by the urban markets of Clearwater and St. Petersburg, Pinellas has the second largest base of manufacturing employment in Florida. Fortune 500 technology manufacturers Jabil Circuit and Tech Data are headquartered here.

Pinellas has diverse, yet symbiotic, industry clusters, including aviation/aerospace; defense/national security; medical technologies; business and financial services; and information technology. An extensive network of suppliers, service-providers and business associations support operations in these sectors.⁴

Pinellas encourages innovation, and with industry giants Home Shopping Network (HSN), Nielsen, ValPak and Catalina Marketing, it is rapidly becoming Florida's hub for big data. Through relationships with major universities and high-tech institutes, Pinellas has become a center for research and development in marine science, electronic instruments, medical devices, sensors, nanotechnology and health care. The county is home to numerous business accelerators, like the Tampa Bay Innovation Center, TEC Garage, the Gazelle Lab and Clearwater's SPARK, which are committed to nurturing and building new ventures. Notable Employers: Home Shopping Network (HSN), Nielsen Media Research, Jabil Circuit, Raymond James Financial, Tech Data, Honeywell, Raytheon, Lockheed-Martin, ConMed Linvatec, TransAmerica and Bausch & Lomb.

Pinellas County Fast Facts⁵

Population: 946,848
Employees: 453,092
Households: 425,675
Avg. Household Income: \$66,279
Annual Overnight Visitors: 5.8 million
Median Income Visitors: \$121,859
Retail Sales: \$15.4 billion
Deposits: \$34.9 billion

Pinellas County's Top Private Employers:

Raymond James Financial
Home Shopping Network
Bright House Networks
Fidelity Information Svc
Nielsen Media Research
Jabil Circuit Inc.
Tech Data Corp
Honeywell Aerospace
ThinkDirect Marketing Group
Ceridian Benefits Services
Cox Target Media Inc.

⁴ Information from Pinellas County Economic Development, www.pced.org.

⁵ Pinellas County Economic Development- www.pced.org, 2016.

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District Profile

The Pinellas education system offers innovative programs throughout its public schools, including an extensive college and technical training system. Pinellas County Schools is the seventh largest district in the state with 150 schools including:

- The Academies of Pinellas is a community-supported plan that aligns local and state initiatives to provide every student with the foundation of knowledge, skills and character necessary to excel in postsecondary education, work and life
- Fundamental Schools emphasize structure, student responsibility, homework, a strict dress code and mandatory parental involvement.
- Application Programs offer intensive study in specialized, themed curricula, attracting students who are especially gifted in areas such as music, art, science or technology.
- International Baccalaureate (IB) Programs are designed for highly gifted students who require a more challenging curriculum. Students are able to pursue advanced, college-bound courses during their high school years and, due to the rigor of the program, many colleges give IB students college credit for classes taken during high school

Pinellas Technical College offers students high quality career education at our two campuses – Clearwater and St. Petersburg – and at extension and clinical locations. Pinellas Technical College's emphasis is on post secondary education focusing on over 40 exciting career areas and about 60 programs and currently has nearly 5,000 full-time students enrolled. Pinellas Technical College also offers continuing education courses and commercial training services through our Industry Services Department.

The **Pinellas Education Foundation** provides enhanced educational opportunities for students and educators in Pinellas County Schools.

The Ford NGL Design: School and Community

The 2012 Five Year Master Plan for career education in Pinellas County Schools created the Academies of Pinellas, the primary initiative to achieve the District's vision and mission for highest student achievement in its sixteen zoned high schools. The plan was developed and organized by the Pinellas Education Foundation and district's Career Technical and Adult Education (CTAE) department, in concert with the Stavros Career Education Board (SCEB), Pinellas Schools District Superintendent, District Cabinet, Industry Leaders, Nonprofit Executives, Students, and Community Advocates on behalf of Career Academies throughout the District.

REVIEW OF THE 2012-2017 FORD NGL PLAN

In 2011, Pinellas adopted a Five Year Master Plan for career education in Pinellas County Schools, which created the Academies of Pinellas. This plan served as the blueprint to enable the District to achieve its vision and mission for highest student achievement in its sixteen zoned high schools.

The Academies of Pinellas is a community-supported plan that aligns local and state initiatives to provide every student with the foundation of knowledge, skills and character necessary to excel in postsecondary education, work and life. Academies constitute personalized learning environments, rigorous curricula and career-focused or interest-focused programs that provide relevant contextual learning in order to prepare students for the workplace opportunities, including those that are high-skill, high-wage. Offering

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unique academies in each high school, students or teachers are grouped in a cohort, taking or teaching all classes together.

The overarching goal for the 2012-2017 Five Year Master Plan was to exceed the district's 2011 graduation rate by 5% in 2017, as measured by a 1% increase over each of the plan's Five Years. As illustrated by the table below, the graduation rate improved by 12.8% from 2011-2016.

Pinellas County Graduation Rate:

2011: 65.2%
2012: 72.0%
2013: 71.9%
2014: 76.1%
2015: 77.8%
2016: 78.0%

The two specific goals related to implementation of the 2012-17 Ford NGL Plan were:

Goal 1: By 2016-17, 50% of all Pinellas secondary students will be enrolled in a career academy.⁶
Achieved: 51% enrollment.

Goal 2: By 2016-17, 35% of all Pinellas secondary students will earn an industry certification.
Achieved: 31% of students earned an industry certification or 39,944 certifications.

The 2012 Five Year Master Plan, as determined and recommended by the Stavros Career Education Board, included the following primary objectives related to Academies of Pinellas

- District Academy graduates will achieve higher composite scores on ACT, SAT and/or PERT than non-academy graduates.
(Specific data is not disaggregated, however, Academy students [all three types of Academies] have higher GPAs and higher graduation rates than their non-Academy peers.)
- Each Academy will have a graduation rate higher than the graduation rate for non-Academy students in the same school.
(Achieved)
- The attendance rate for each Academy will be higher than the attendance rate for non-Academy students in the same school.
(Achieved)
- All students within an Academy will earn at least six credits per year toward graduation.
(Achieved)

⁶ Over time the phrase "career academy" in Goal 1 was broadened to "academy" which made the category more inclusive of not just state CAPE academies, but also career themed programs and SLC academies. The expansion of the definition acknowledges that all students benefit from personalized learning environments, rigorous curricula and interest -focused programs in their schools that provide relevant contextual learning in order to prepare them for workplace opportunities, including those that are high-skill, high-wage.

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- 100% of Academy graduates will enter the military, employment, or postsecondary education and training. (Information not available)
- Every 8th grade student develops a high school plan through the Finance Park curriculum and will update this plan during the 10th grade through the Future Plans curriculum. (Finance Park is mandated for all 8th grade students. Future Plans has a 69% completion rate among 10th grade students.)
- Increase number of students enrolled in a Career Technical course of study eligible for Bright Futures Scholarships from 17% to 50% over 10 years. (Data not tracked by the district – students are responsible for visiting Bright Futures website and completing the requirements on their own).
- Increase academy enrollment from 17% to 50% over ten years, with a benchmark of 35% at the end of five years. (Academy enrollment is 51%, consistent for the past two years. This benchmark was achieved ahead of schedule, within five years).
- Reduction in post-secondary remediation. (Developmental education funding was eliminated per Florida legislature in 2014, so this information is not tracked by the school district)

The 2012 Five Year Master Plan also included the following key objectives:

- Teacher professional development on academy model.
Achieved: 150 staff members from 22 schools have been trained
- Data driven teaching and learning (by end of 5 year period).
Achieved: PCS is tracking attendance, GPA and graduation rate data for all students and making conscious decisions for academy growth and function based on those data.
- Assessment strategies to ensure college and career readiness (by end of 5 year period).
Achieved: By state law, all high school graduates must meet established career and college ready measures.
- Pilot two wall-to-wall academies by 2013 with plans for expansion across all 16 high schools.
Achieved: This goal is close to completion. There are wall-to-wall academies at Clearwater, East Lake and Seminole.
- Establish a High School Advisory Council for every High School where a Career Academy is in full operation.
In progress: Some committees still require refinement.

Since 2015, ten Pinellas County high school career academy programs received Academy of Distinction Awards for their outstanding implementation and operation of their curriculum. See Appendix pp. 18 -19 for listing of programs that have been recognized as Academies of Distinction.

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Master Plan for Career Education 2018-2022: Vision

The next Five Year Master Plan for Career Education in Pinellas County Schools will strengthen and expand the Academies of Pinellas, which will become the primary initiative to achieve the District's vision and mission for highest student achievement in its seventeen zoned high schools. The Academies of Pinellas is a community-supported plan that aligns local and state initiatives to provide every student with the foundation of knowledge, skills and character necessary to excel in postsecondary education, work and life. Academies will constitute personalized learning environments, rigorous curricula and theme-focused programs that provide relevant contextual learning in order to prepare students for relevant careers and workplace opportunities. Offering academies in each high school, students will be in a cohort, taking all classes together with academic concepts embedded with the academy theme and presented through contextualized learning strategies. Along the continuum of academies, the SCEB and CTAE will encourage academies to advance from themed to CAPE to AOD, as circumstances permit. As part of the evolution of academies the 2018 plan will consider an exemplary designation for SLC academies. This designation may use some elements of the rubric (likely excluding industry certifications and advisory committee requirements), but still monitor the practices that distinguish an Academy from a program or club.

Purpose and Goals

The Academy model has been adopted district-wide as a critical strategy to help them reach their graduation rate of 90%. The purpose of the Master Plan for Career Education is to help guide the Pinellas Education Foundation and the Career and Technical Adult Education Department activities that contribute to assisting the district reach that overall goal.

The first Ford NGL Five Year Master Plan for Career Education 2012-2017, introduced systemic change within the school district and community at the high school level. Moving into the next five years, the focus is on expansion into middle schools and strengthening implementation in the high schools.

There are two main goals each for high school and two for middle school programs that drive the Pinellas Master Plan for Career Education 2018-22:

High School Goals

Goal 1: By 2021-22, 75% of all Pinellas high school students⁷ will be enrolled in AOP through the establishment of CAPE Academies, Career-Themed Academies, and non-career themed Academies.

Goal 2. By 2022, 50% of Pinellas County High School students will earn an industry certification.

Middle School Goals

We have seen the influence that career academies have had on the evolution of Pinellas high schools through the expansion of project-based learning, improved student performance, increased graduation rate and the practices of teachers and school leaders. The focus of high school academies has been that

⁷ Enrollees counted in the above goals must meet the criteria of a program concentrator, which is defined as a student that completes three credits in a career technical program of study.

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of developing a sense of direction to a career goal for each student and aligning their education path from high school to post-secondary to achieve that goal.

Pinellas middle schools are a place where students have the opportunity to explore their interests and develop a general sense of direction for their high school experience. Exploration involves a variety of experiences in careers, fine arts, music and technology. The implementation of Small Learning Communities with Purpose (SLCP) in middle schools facilitates a thematic structure that encourages exploration, integrates applied academics and project-based learning throughout the entire school. These data-proven practices will engage students more deeply, improve student achievement and facilitate a smoother transition to high school.

The Academies of Pinellas goals for middle schools are measures that will provide a holistic view of the exploratory experience and career related achievement.

Goal 3 – By 2021-22, 50% of middle school students will be enrolled in a career exploratory experience during their three-year middle school experience.

Goal 4 – By 2021-22, 30% of middle school students will earn at least one industry certification.

A Career Exploratory Experience is defined as a student completing at least one semester course in one of the following career-themed clusters

- Business and Finance
- Information Technology
- Engineering
- Health Occupations
- Hospitality and Culinary
- Public Service and Law
- Architecture and Construction
- Manufacturing

Some additional goals for CAPE Academies and Career-Themed Academies include:

- a) By 2021-22, 100% of all CAPE and Career Themed Academy students will have the opportunity to earn at least one industry certification prior to graduation.
- b) By 2021-22, 100% of all CAPE and Career Themed Academy students will have the opportunity to participate in a Work-Based learning experience, which includes internship, virtual work experiences, job shadowing, on the job training.
- c) By 2021-22, 100% of all CAPE and Career Themed Academy students will have an opportunity for a career dual enrollment at Pinellas Technical College (PTC) or St. Petersburg College (SPC).

*Note: In the first year, the committee will collect and establish a baseline for each of these goals and establish annual “participation” goals in addition to the “opportunity” goal.

Strategies:

Pinellas County Schools and the Pinellas Education Foundation are focused on these particular strategies to accelerate achievement of these goals.

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- Strengthen Career Academy Advisory Boards, the critical component for essential community engagement and business alignment to the work of Academies.
- Expand opportunities for teacher externships and student job training experiences.
- Create and deploy a career competency rubric to help ensure all students are developing workforce readiness skills.
- Strengthen alignment of industry certifications to specific career themes in Academies where there are high interest, in-demand and/or emerging areas of workforce concentration.
- Expand opportunities for low performing students to be a part of an Academy.
- Build out Next Generation Entrepreneurs (NGE)/Next Generation Tech (NGT) curriculum to strengthen learning for students around critical components of developing businesses and designing products.
- Strengthen Academies through multiple site visits utilizing the rubric to help sites focus on critical components of successful Academy implementation.
- Create opportunities for students to present a Senior Capstone project to an industry review panel.

The Academies of Pinellas model will continue to deploy strategies that include:

- Rigorous, engaging, and relevant curriculum.
- Increased parent and community involvement.
- Opportunities to earn nationally recognized industry certifications, when applicable.
- Skills such as team building, critical thinking skills, communication skills, and technological literacy.
- Opportunities to form closer relationships with teachers, advisors and their fellow classmates.
- Work-based learning opportunities such as job shadowing, internships, externships, on-the-job training, when applicable.
- Opportunities for contextual learning.
- Preparation for postsecondary education and beyond.

The Framework

Staging of Academy and Pathway Implementation by Year

Each year, the objectives for the year will be evaluated based on progress to goal and learnings from the previous year. As annual plans are established, the resources, including time, money and expertise required for will be considered.

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2017-18 Operational Plan

An annual plan will be carried out during the course of the Five Year Plan. Stakeholders will focus each summer to evaluate progress achieved to date and where work remains to be finished. By reviewing the plan on an annual basis, stakeholders will acknowledge shifts that may occur, such as career academies becoming CAPE Academies, and can make adjustments to awareness and the actual plan if necessary.

1. Strengthen Academy Advisory Boards, the critical component for essential community engagement and business alignment to the work of Academies.
 - Assess strength of existing Advisory Boards and capture best practices
 - In targeted Advisory Boards, introduce the rubric for integration into their activities
 - Identify and determine most appropriate approaches to disseminate best practices
2. Expand opportunities for teacher externships and student job training experiences.
 - Determine the definition of what qualifies as a teacher externship and the learning objectives for the externship.
 - Identify teacher externship models that could be piloted and launched in 2017-18.
 - Examine existing student job training initiatives and identify areas for strengthening.
3. Create and deploy a career competency rubric to help ensure all students are developing workforce readiness skills.
 - Look at “Ready to Work” and existing models – perhaps reframe concepts that are already being taught during a specific grade (i.e. teamwork; collaboration; leadership, etc. and build a rubric to measure these skills) to develop career competency rubric. Evaluate the opportunities for measuring career and college readiness, including enrollment in a post-high school pathway.
 - Conduct an assessment of Pinellas Technical College (PTC), research findings including dual enrollment data.
 - Leverage the Foundation’s successful Youth Connect program which enrolls young adults in PTC.
4. Strengthen alignment of industry certifications to specific career themes in Academies where there are high interest, in demand and/or emerging areas of workforce concentration.
 - Determine which certifications are not strongly aligned with curriculum content (i.e. teaching); figure out clusters of high interest and prioritize which Academies should have Pinellas County industry certifications developed
 - Begin development of Pinellas County industry certification in at least one career-themed Academy as approved by the Stavros CEB Board
5. Expand opportunities for low performing students to be part of an Academy.
 - PEF and PCS continue to work on action steps to support implementation of this strategy.
6. Build out Next Generation Entrepreneurs (NGE)/Next Generation Tech (NGT) curriculum to strengthen learning for students around critical components of developing businesses and designing products.
 - Working with Industry experts to create curriculum and develop the sustainability plan for continued implementation in Pinellas County Schools.
 - During ongoing implementation, refine the program concepts aligned to learning objectives and seek opportunities for classroom integration.
 - Increasing student applications to the program.

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- Clarifying the relationship of the program.
 - Creating more frequent mentor interactions through electronic communication media (such as video conferencing).
 - Building relationships with past participants to help participate in the program (perhaps as mentors themselves).
7. Strengthen Academies through multiple site visits utilizing the rubric to help sites focus on critical components of successful Academy implementation.
- Continue the testing of the rubric in the evolving development of middle school Academies.
 - Expand participation in site visits beyond the Stavros CEB Committee membership.
 - Continue HS site visits and evaluate the appropriate timing and deployment of site visits in middle schools.
 - Define an exemplary designation for Themed (small learning community) Academies which may use some elements of the rubric (excluding industry certification and advisory committee data, for example), while monitoring the practices that distinguish an academy from a program or club.
8. Create opportunities for students to present a Senior Capstone project to an industry review panel.
- Develop criteria and a rubric determining what constitutes a Senior Capstone project.

Implementation

Organizational Structures and Systems

Steering Committee

Robert McIntyre, Chair, Stavros Career Education Board
Joe Baker, Vice Chair, Stavros Career Education Board
Brad Kugler, Vice Chair, Stavros Career Education Board
Stacy Carlson, President, Pinellas Education Foundation
Michael Grego, Superintendent, Pinellas County Schools
Alex McKenna, At Large Member

Tactic Teams

Mark Hunt, Executive Director, CTAE
Joni Jonas, Director, CTAE Secondary

Site Visit Tactic Team

Josh Bomstein, Site visit Team Leader, Stavros Career Education Board
Robin McGowan, Vice President, Pinellas Education Foundation
Tara Murphy, Site visit Team Leader, Stavros Career Education Board
John Schnepf, Site visit Team Leader, Stavros Career Education Board
Monte Trammer, Site visit Team Leader, Stavros Career Education Board
*Other tactical teams will be developed upon adoption of the operating plan.

New working groups will be established to support additional strategies.

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Monitoring Implementation Fidelity

The Pinellas Education Foundation will be responsible for monitoring the fidelity of the Master Plan for Career Education 2018-22.

The Foundation will monitor fidelity of the Master Plan by:

- Evaluate the viability and usefulness of a third-party assessment to review student and program data for the purpose of identifying the relationship between academy practices and student results and reliability of implementation.
- In the fourth quarter of the school year a team representing Stavros Career Education Board and Pinellas County Schools' Career, Technical and Adult Education Department will convene to review progress, identify areas for improvement, and otherwise prepare a report on the status of the Master Plan to be presented to the Steering Committee.
- The Steering Committee shall report annually to the School Board in a public meeting; and shall participate in an annual school board workshop where the Annual Report will be the focus of the agenda.
- The Tactic Teams will work continuously through the school year to carry out the goals and objectives of the Master Plan, with regular communications with the Steering Committee.
- The Foundation's Stavros Career Education Board shall recruit industry partners, organize and implement a series of "site visits" (which will include a rubric review) to high schools and middle schools of Pinellas County. Emerging Academy programs will be visited twice per year. Academy of Distinction programs may be visited once every two years.
- The Foundation's Stavros Career Education Board shall distribute and collect annually a student survey directed to Academy students. The survey shall be designed to collect student data related to their engagement at school, how their Academy experience may have shaped their plans for the future, and other data points that may be recommended by an independent third party.
- Survey stakeholder groups including the business community (i.e. Chamber of Commerce members, industry associations, etc.), community organizations, Academy students, parents of Academy students, non-Academy students, parents of non-Academy students, and other relevant groups annually to gather additional input on stakeholders' perspectives on the Academies of Pinellas.

Refining, Scaling and Sustaining

The Five Year Master Plan 2022 will be reviewed annually according to specific benchmarks. The SCEB will work with the Pinellas County Schools CTAE department to ensure annual goals are being met. Bi-annual site visits will continue to be conducted to all 17 high schools and 21 middle schools throughout the district to review programs. As an Innovation Center, Pinellas will continue to partner with Ford NGL to

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lead best practices for its Academies of Pinellas, ensuring that academy operational practices are ingrained in the culture of the school and will survive changes in school administration and staff.

Sustainability will also be attained through the Innovation Center's community-wide commitment to career and technical education and support for the career education focus in Pinellas County Schools. This will be accomplished by ensuring that public facing events such as the Career Education Luncheon feature the achievements of students in Academy programs. The Pinellas Education Foundation will advocate and generate third party endorsements of Pinellas County Schools' successes in career and technical education with activities including the Annual insert in the *Tampa Bay Times* and the Stavros Career Education Board Report to the School Board.

Sustainability is also supported through the National Conference. When it is hosted in Pinellas County, the Conference holds the partnership of the Pinellas Education Foundation and the School District up as an example and model of best practices. The locally hosted event can also be leveraged for continuous professional development of Pinellas County School employees.

The Innovation Center also supports sustainability by supporting a culture of continuous improvement and introduces best practices and strategies (such as Teacher Externships, and Student Internships) that have proven successful in other Ford NGL Communities.

Community Engagement

The Pinellas Education Foundation serves as the community engagement arm for Ford NGL. The Stavros Career Education Board a committee of the Pinellas Education Foundation, functions as the "executive committee" for the Foundation's community engagement. The SCEB leads site visits to 17 high schools and 12 middle schools twice per year. These visits allow industry experts to observe academy programs, and share their feedback and expertise directly with principals and administrators. The visits stimulate a dialogue that applies industry expertise as well as to evaluate the programs. In addition to site visits, the Pinellas Education Foundation leads stakeholder focus groups to best understand the perceived effectiveness of the district's career education programs. The first focus group in 2017 was conducted with secondary students enrolled in career academies in Pinellas County Schools. Student feedback included their appreciation for being involved in an academy, which gave them a sense of community and belonging, and their concern for students not enrolled in academies who may be missing this sense of community.

The Ultimate Outcome: The Desired Graduate

The desired Pinellas County Schools graduate is one who is prepared for success in college, careers and life. To achieve this goal, curriculum, instruction, and assessment must be designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement in all Pinellas County Schools. To achieve these outcomes, the Pinellas Education Foundation, in partnership with the district will adopt high quality standards, create interdisciplinary curriculum content, align instructional practices, offer appropriate student supports, allocate necessary resources and engage parents and community.

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High School Level Goals for Academy Enrollment & Industry Certification Achievement 2018-22

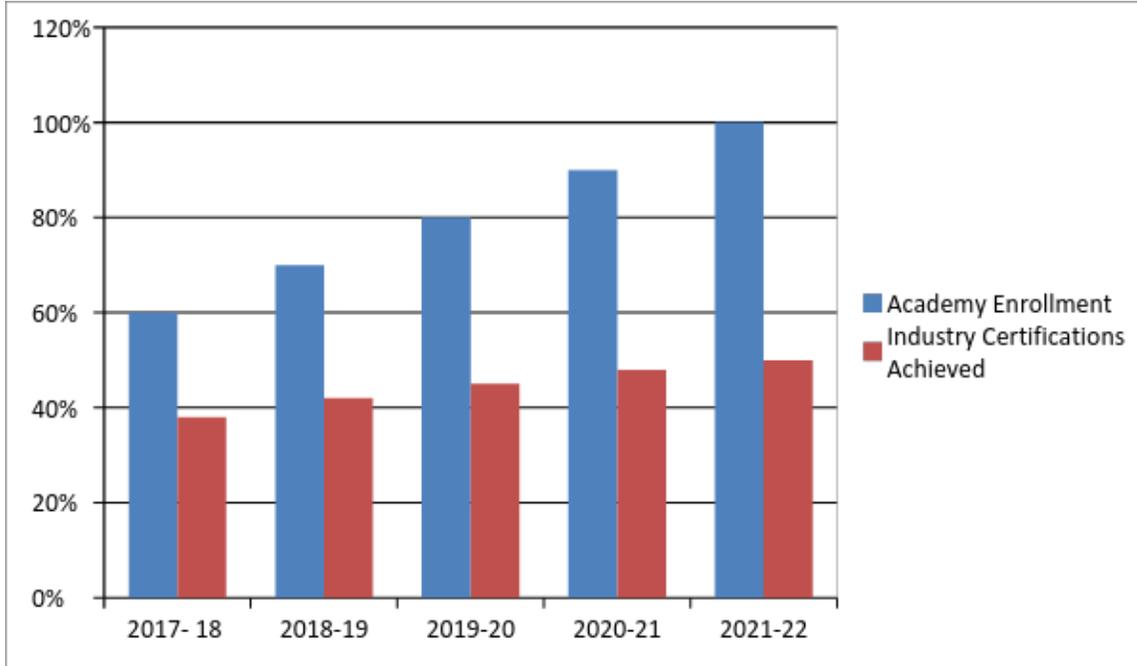


Figure 1. High School Level Goals 2018-2022

Middle School Level Goals for Academy Enrollment & Industry Certification Achievement 2018-22

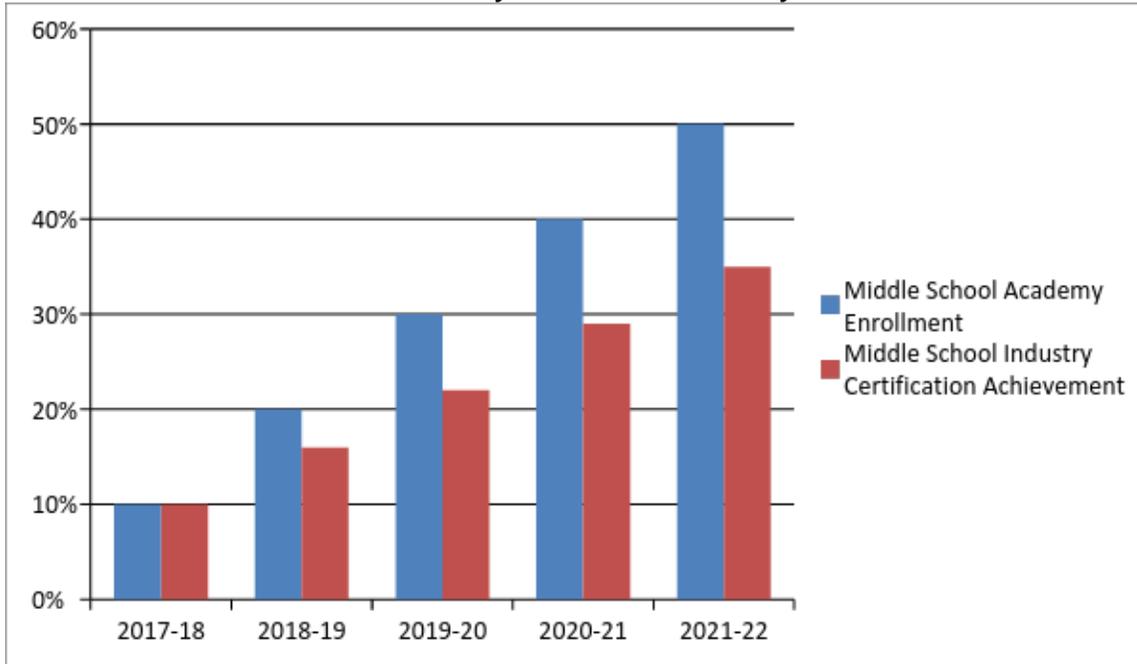


Figure 2 Middle School Level Goals 2018-22

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Appendix

National Standards and Awards

Pinellas created the Academies of Distinction (AOD) in order to recognize the highest performing academies. AOD standards are modeled after standards from national academy organizations, including the National Career Academy Coalition (NCAC) and the National Academy Foundation (NAF). For a Pinellas academy to be considered as an AOD, the program must be recommended for nomination by the SCEB visiting team. Academies of Distinction provide students with a 21st Century industry-based education that leads to the acquisition of a specific demonstrated skill-set leading to employment or continuing education. Each class is taught by a certified teacher who also holds industry-based credentials or certification specific to the Academy of Distinction. Each student leaving an Academy of Distinction has the opportunity to earn a traditional diploma, at least one industry certification, and be eligible for Bright Futures/ Gold Seal Scholarship. Nominated schools submit documentation of efficient implementation of quality academy operational practices in the following areas:

- Integrate Academic and theme curricula
- Partner with Postsecondary education
- Partner with Business Community
- Implement an Advisory Committee
- Engage Students in Work-Based Learning
- Include Industry Certifications or a Stavros Career Education Board-Approved Alternative as Part of the Academy
- Align Academy with High Growth/ High Pay Careers
- Implement Cohort Scheduling
- CTE Instructors Hold Industry Certifications

The materials are reviewed by the district's CTAE department and the CTAE leadership and SCEB determines whether the program meets the criteria as an Academy of Distinction. Academy of Distinction status is granted for a two-year period, after which time the academy may submit an updated self-assessment to continue its status.

The schools and programs honored as "Academies of Distinction" by the Career Education Board in partnership with the district's Department of Career Technical and Adult Education include:

- Boca Ciega High School - Center for Wellness and Medical Professions
- Clearwater High School - Academy For International Culture and Commerce (CAICC) & Academy of Science, Technology, Engineering, Aviation and Mathematics (STEAM)
- East Lake High School – Academy of Engineering & Business Technology Academy
- Northeast High School – Academy of Finance
- Palm Harbor University High School - The Center for Wellness and Medical Professions
- Pinellas Park High School - Academy of Criminal Justice & First Responders
- Tarpon Springs High School - Jacobson Culinary Arts Academy

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Two academies have been recognized as model academies by the National Career Academy Coalition (NCAC). These include Northeast High's Academy of Finance and Clearwater High's Academy for International Culture and Commerce. The NCAC bases its review process on the National Standards of Practice (NSOP) in order to identify best practices and strong career academy implementation models. The review process identifies high quality career academies around the country, in urban, suburban and rural settings; that exemplify career academy practice and structure and are able to provide evidence of their ability to demonstrate fidelity to the NSOP.

Between 2011 and 2016, the Pinellas Education Foundation also recognized high performing career academy programs and instructors at its annual Career Education Luncheon event. The following programs and instructors have been recognized with awards and prize money to be re-invested in the classroom. Monetary awards are indicated in parenthesis following Academy of Pinellas awardees. All Career Educator winners received \$2K to be re-invested in their academy classrooms.

Outstanding Academy of Pinellas Program:

2017

Palm Harbor Middle (\$2K)
Seminole High (\$2K)

2016

Area 1: Dunedin Highland Middle (\$2K)
Area 2: Osceola Fundamental High (\$2K)
Area 3: Seminole High (\$2K)
Area 4: Gibbs High (\$2K)

2015

Area 1: Tarpon Springs High (\$2K)
Area 2: Lakewood High (\$2K)
Area 3: Dixie Hollins High (\$2K)
Area 4: Clearwater High (\$2K)

2014

Area 1: Dunedin High (\$2K)
Area 2: Countryside High (\$2K)
Area 3: East Lake High (\$2K)
Area 4: Pinellas Park High (\$2K)

2013

1st place: Northeast High School (\$5K)
2nd place: Clearwater High School (\$3K)
3rd place: Boca Ciega High School (\$2K)

2012

Center of Excellence category: Northeast Academy of Finance and Pinellas Park Criminal Justice Academy (tie; each receive \$1,250)
Academies of Pinellas category: Clearwater High School (\$5K)

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2011

Pre/New Center of Excellence category: Clearwater High School's Career Academy for International Culture and Commerce (\$10K) |

1st place Center of Excellence category: Lakewood High Center for Advanced Technology (\$10K)

2nd place Center of Excellence category: Northeast High Academy of Finance (\$6K)

Career Educators of the Year:

2017

Middle School: Dr. Doug Williams, Dunedin Highland Middle School

High School: Chef Cathleen Ryan, Tarpon Springs High School

2016

Middle School: Jenifer Tauchnitz, Business Instructor Palm Harbor Middle School

High School: Mary Roble, Academy Coordinator, Clearwater High School

2015

High School: Courtney Thompson, Digital and Web Design Instructor, Osceola Fundamental High School

Middle School: Dee Chastain, Business Technology Instructor, Dunedin Highland Middle School

2014

Chris Borg, Robotics Instructor, Lakewood High School

Dan Smith, IT Instructor, Countryside High School

2013

Debbie Fischer, Finance Academy Instructor, Northeast High School

2012

Michael Awe, Architect/Drafting Instructor, Dunedin High School