

College and Career Academy Concept
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February 5, 2008

1. Discussion with fellow ESU superintendents began in January, 2007
 - a. Awareness of academies via Dick Christie – Iowa Western/AEA 13
 - b. Study of Kirkwood CC academies, Cedar Rapids, IA
 - c. Region 1 meeting at Ameritas
 - d. ESU 6 Superintendent’s meeting
2. Dan Shoemake, Dan Ernst, and I met with SECC President, Dr. Jack Huck.
 - a. Dr. Huck was very receptive to the concept.
 - b. Dr. Huck pointed out the opportunity to apply for a \$75,000 grant.
3. February, 2007: Jack Huck attended the monthly ESU 6 superintendents meeting
 - a. ESU 6 superintendents embraced the concept.
 - b. ESU 6 Admin. Dan Shoemake agreed to head up the writing of a grant proposal.
 - c. Grant Committee: Dan Ernst and Phil Warrick (Waverly), Brian Maher (Centennial), Norm Yoder (Henderson), Curtis Cogswell (McCool), Roy Baker and Galen Boldt (Norris).
4. February 22, 2007
 - a. Committee met to hear from Dick Christie about the Western Iowa model.
 - b. NDE’s Dean Folkers was invited, and shared information at the meeting.
 - c. We learned that the Nebraska Career Education model embodies the direction envisioned by the ESU 6 schools. The NCE model is being used in Iowa.
5. March, 2007
 - a. Grant proposal submitted, in the name of the Norris School Dist. as fiscal agent.
 - b. Plan B was discussed: how go to proceed in case the grant proposal was denied.
6. Spring – Summer 2007
 - a. Grant was approved, which provided for a part-time director.
 - b. Applications were solicited, three finalists were interviewed, and Dr. Randy Nelson was selected for the position.

Essence of the vision; implications for Norris:

1. There is a growing sense that times are changing, and that high schools across America need to change, to provide a **rigorous, relevant** curriculum and meaningful **relationships** that prepare every student for success in postsecondary education.
2. All students leaving high school will be **college-ready and career ready** and prepared for the demands and dynamics of the global, high tech knowledge work economy and the next job market.
3. Each high school student will have a **six-year plan** (9th grade through 2 years beyond High School). The key is to have seamless curriculum work.
4. Each student will identify a career **field** of interest by the 8th grade. Later, students will move toward **clusters** and **pathways** with the field, and ultimately will qualify for a specific **occupation**. The question is no longer “What do you want to be when you grow up?”

5. Among the occupations within a **career field**, much of the same core academic background will be required. The concept is that, with focus on a six-year plan and a career field, students will become more intrinsically motivated (the relevance) and not merely meeting HS graduation requirements.
6. In a well-focused six-year plan, there can and should be opportunities for earning **dual credits**: high school and postsecondary. The idea is to have a **seamless curriculum** with high school and postsecondary education.
7. Schools would partner to make comprehensive academies available to all students in the ESU 6 schools, and perhaps beyond. Academies would include essential components:
 - a. Flexible six-year education plans, assessed annually, to help all students explore and prepare for post-secondary intentions.
 - b. Seamless curriculum work.
 - c. Job shadows and internships.
 - d. Related student organization that provides opportunities for competitions and leadership development. (e.g., Business Professionals of America)
 - e. Concurrent enrollment – high school and college credit, exposing students to the academic demands of post-secondary education.
 - f. Drawing boards representing all career fields and career clusters. Each drawing board recommends a 9-14 or 9-16 course sequence that satisfies graduation requirements and entry into post-secondary education and training.
8. The career academies would serve as a support for economic development in this region.
9. Occupational trend data, currently collected and maintained by NDE and Southeast Community College, and current school improvement plans would be used to determine which career academies to implement. No academy will be put in place for a career that data shows will not lead to a livable wage. This year, the income level below which a family of four qualifies for reduced-price lunches is \$38,203 and for free lunches, \$26,845.
10. Academies might be housed in various kinds of centers, within the high schools, or in new facilities. Some of the courses might be web-based in part, with opportunities to go to centers periodically, do job shadowing, etc.
11. In summary, the conceived project provides more opportunities for kids.

Objections were presented to the ESU 6 Board in January. I am actually gratified by a statement in a letter dated December, 2006 by an organization called Ed-Watch:

“I would not be so concerned about career academies if students all took the same common core cluster of classes with the same exposure to foundational core curriculum and then supplemented their interests with a few elective classes in a chosen career. Those experiences would have most assuredly motivate students and would help them to begin to think seriously about their future plans. That is a good thing...but that is not the way this new plan works.”

“Your child would be stuck in a cluster she/he might not even like and would have to stay with that cluster for a lifetime – a cluster which was chosen when she/he was 13 years of age!”

Other issues raised: age-appropriateness of college credit, dumbing down of dual credit courses.

ESU 6 Career Academy Partnerships Education College Career Academy

The Education Academy is being developed to provide students interested in becoming an educator with opportunities and experiences that provide seamless transition from high school to college as well as to prepare them to take the PPST Competency Test.

The Education Academy shall include:

Middle School – ALL students

- 1) Six-Year Education Plan (grades 9 through two years of higher education)
- 2) Career Cluster Education (know all clusters, identify top three preferences)
- 3) Kuder Survey (Nebraska Career Connection Skills) – General Interest Inventory
- 4) Career Fair (at all or some ESU 6 schools)
- 5) EXPLORE (if given at your school)
- 6) Gallup's Clifton Youth Strengths Explorer, or other comparable instrument
- 7) College Career Academy Website (when developed)

Grades 9 and 10

- 1) Review and update the Six-Year Education Plan
- 2) Nebraska Career Connections Assessment Tools
- 3) Career research paper for one education position
- 4) Grade 10 – Kuder Survey (2nd time)
- 5) Grade 10 – PLAN (if given at your school)
- 6) Review the Education Planner
- 7) Future Educators of America activities
- 8) College Career Academy Website (when developed)
- 9) Recommended high school courses
 - a) Algebra and Geometry
 - b) Two years of Biology or Chemistry
 - c) Two years of Social Sciences
 - d) English 9 and 10
 - e) Foreign Language

Grades 11 and 12

- 1) Review and update the Six-Year Education Plan
- 2) Nebraska Career Connections Assessment Tools
- 3) PPST preparation
- 4) Grade 11: ACT
- 5) Review the Education Planner
- 6) Future Educators of America activities
- 7) Recommended high school courses
 - a) Advanced Algebra
 - b) Third year of science
 - c) Government
 - d) Psychology
 - e) English 11 and 12
 - f) Continue foreign language
- 8) Dual credit courses available online or at some ESU 6 high schools
 - a) Core courses

- i. English Composition I and II
- ii. Public Speaking
- iii. College Algebra
- iv. Psychology
- v. American History
- vi. Lab science

b) Education courses

- i. Introduction to Education. Includes multiple job shadows (i.e., elementary, middle school, high school, special education) and guest speakers.
- ii. Early Childhood Education classes
- iii. Educational Psychology
- iv. Instructional Technology
- v. Other

9) Internship (following completion of Introduction to Education course.

10) Career Fair

11) College Career Academy Website (when developed)

Program of Study

Career Academy Partnership

High School and Southeast
Community College

Career Cluster: Education and Training

High School Coursework	Grade	English	Math	Science	Social Studies	Recommended Electives	Program Courses
	9	English 9	Algebra	Science 9	Social Science 9	Foreign Language	
	10	English 10	Geometry	Biology or Chemistry	Social Science 10	Speech, Foreign Language	
	11	English 11	Advanced Algebra (recommended)			Foreign Language (recommended)	Level 1 Dual credit classes
	12	English 12				Foreign Language (recommended)	Level 1, 2, or 3 Dual credit classes

Southeast Community College (SECC) Programs of Study & College Credit Courses			ADDITIONAL INFORMATION	
Listed below are the SECC programs of study that relate to the Education and Training Career Cluster.			HIGH SCHOOL	
College Coursework	<p>2-year A.A. Degree Education Pre-Education Focus Pre K through graduation</p>		<p>Workplace Learning Job Shadows Internships Career Fairs Speakers Q-A Panel Discussions</p>	<p>Related Activities Student Organizations Interest Inventory NE Career Connections Assessment Tools 6 -year plan</p>
	<p>Dual Credit Classes Available Level 1: ENGL1010 Composition I Level 1: SPCH1100 Public Speaking Mathematics/Logic (Select one) 4.5 Natural Sciences with Lab 10.5 Humanities 10.5 Social/Behavioral Science (Select one) 4.5 Level 1: PSYC1810 Intro to Psychology Economics/Political Science (Select one) 4.5 Geography/History (Select one) 4.5 Level 1: HIST2010 American History I Fourth Social Science 4.5 Other Required Courses: Level 1: EDUC 1310 Intro. to Education</p>			
			COLLEGE AND CAREER	
			<p>Education/Training Licensure/Certificate Diploma Associate Degree Bachelors Degree Masters Degree Doctoral Degree On-the-job training Military</p>	<p>Career Pathways Teaching/Training Services Prof. Support Administration Administrative Support</p>

Students should consult the college/university they plan to attend for specific course requirements and transferability. Students must send their SECC transcripts to their transfer institution in order to receive credit.